

# CONTENTS

for

Volume 50

April, 1950

Number 4

## N.C.E.A. CONVENTION

- New Orleans: 1950 N.C.E.A. Convention Site, *Very Rev. Msgr. H. C. Bezou* ..... 110  
Editorials ..... 116

## EDUCATIONAL PROBLEMS

- An Examination of Pedagogical Conscience with Reference to Secondary Education, *Edward A. Fitzpatrick, Ph.D.* ..... 105  
"Fiat," *Sr. M. Noella, Ad.P.P.S.* ..... 108  
The Handicapped Child's Bill of Rights, *Florence A. Waters* ..... 109  
In the Heart of a Child (Verse), *Sr. M. Demetria, S.S.J.* ..... 109  
John Bosco, Patron Saint of Playgrounds, *Bro. Eugene, S.D.B.* ..... 115  
Practical Points on Teaching Chastity—Part Two, *James D. R. Ebner* .. 117

## PRACTICAL AIDS

- High School  
Christ-Centered Teaching of Science and Mathematics, *Louis A. Mieux, M.S.* ..... 121  
Vitalizing Latin, *Sr. M. Raphael, O.P.* ..... 123  
Historical Information, Please, *Vincent J. Colimore* ..... 124  
A Philosophy of Teaching Literature, *Bro. Berchmans Downey, S.C.* ... 125

## Upper and Middle Grades

- A Unit on Vatican City, *Sr. M. Clarice, O.S.B.* ..... 126  
Enjoying the Music Period, *Kathryn Sanders Rieder* ..... 127  
The North Central States (Study Unit), *Sr. M. Josephine, O.S.F.* .. 129  
May Pole Dance, *Louis A. Zinsmeister, M.Ed.* ..... 131  
Primary Grades and Kindergarten  
Action Poems, *Yvonne Altmann* .... 130  
A Chalk Talk on the Commandments, *Sr. M. Raymond, O.M.* ..... 133  
Minute Meditations, *Sr. M. Amatoria, O.S.F., Ph.D.* ..... 134  
Sammy Squirrel, *Margaret & Wm. Schoeverling* ..... 136

## FABRIC OF THE SCHOOL

- A Combined School, Convent, and Parish Hall (St. Patrick's Parish, Bethel, Kansas) ..... 137  
A School Building Institute ..... 137

## NEWS AND REVIEWS

- Evaluation of Audio-Visual Aids, *George E. Vander Beke, Ph.D.* ..... 138  
Catholic Education News ..... 18A  
Coming Conventions ..... 32A  
New Books of Value to Teachers ..... 35A  
New Supplies and Equipment ..... 48A

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## CONVENTION MONTH

The most important activity in Catholic education this month will be the 47th Annual Convention of the Catholic Educational Association to be held in New Orleans, La., during Easter Week, April 11–14. Catholic educators from all parts of the nation will be on hand for the general meetings in which prominent speakers will stress the theme: "Education for International Understanding."

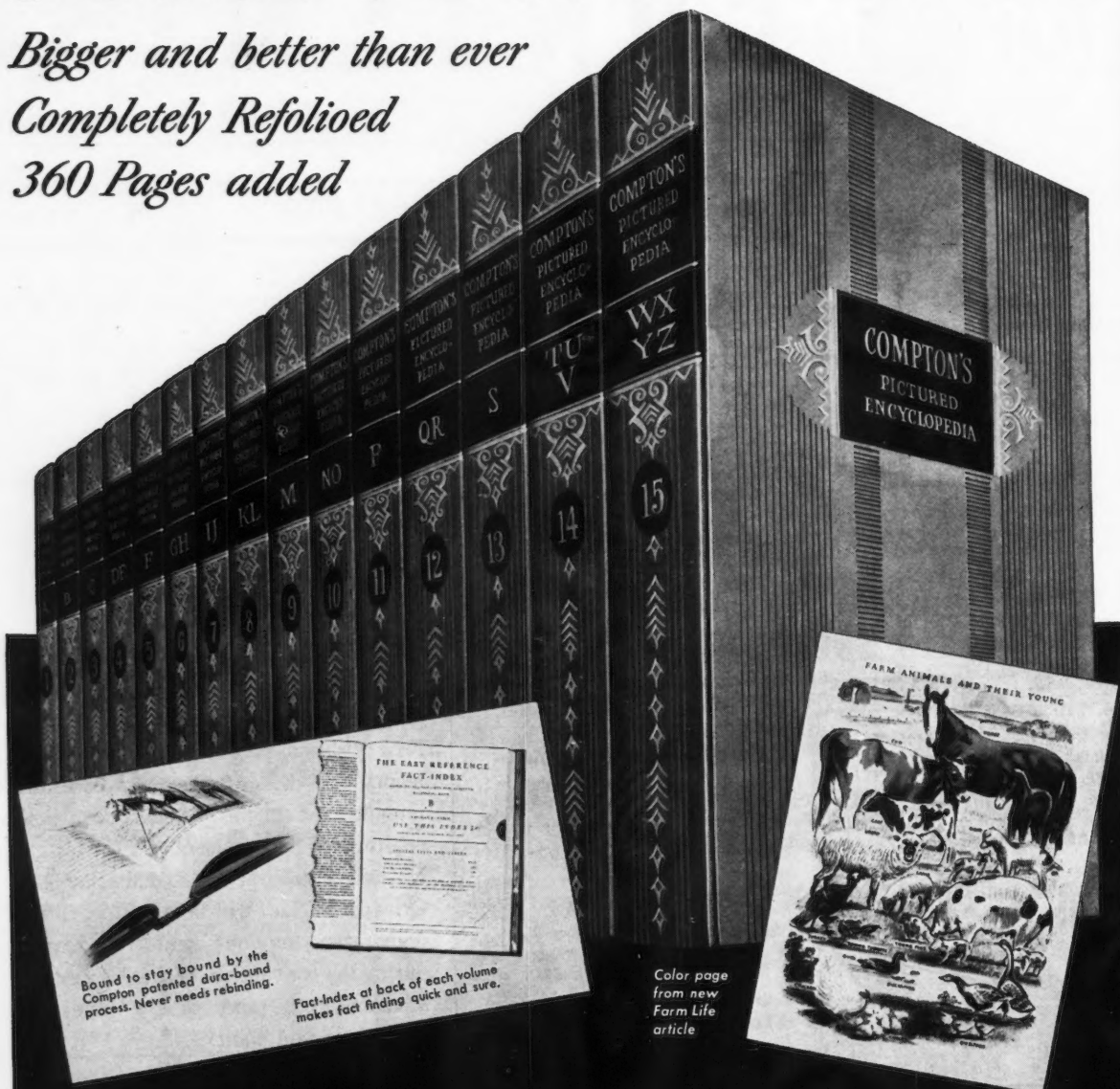
On page 110 of this issue of your JOURNAL you will find an interesting summary of Catholic education in the city and Archdiocese of New Orleans prepared by Very Rev. Msgr. Henry C. Bezou, the archdiocesan superintendent of schools. Msgr. Bezou is the local chairman of arrangements for the big gathering. His office staff, at 7845 Walmsley Ave., New Orleans 18, La., will be glad to make advance registration for your comfort and convenience during the convention. Write for reservations in advance to be sure of the kind of accommodations you want.

## YOUR JOURNAL

Perhaps you can't get as much material food as you want before Easter, but here you have a treasury of professional and spiritual nourishment. All of the articles and features in this issue of your JOURNAL will help you toward success in teaching. The advertisements call attention to the many timely books, supplies, and equipment to be displayed at the convention, and they bring these things to your attention whether you can travel to New Orleans or not.

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# The CATHOLIC SCHOOL JOURNAL

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## An Examination of Pedagogical Conscience With Reference to Secondary Education

Edward A. Fitzpatrick, Ph.D.\*

IN GOVERNMENT, as one of our state constitutions says, it is always good to recur to fundamental principle. As a preparation for confession an examination of conscience is essential. At this time of the year we learn the value of inventories. Today I would like to use this idea of inventory applying it to our secondary schools. Let us call it an examination of pedagogical conscience, and let us conceive it in terms of that great spiritual aid, the retreat. It would be a great thing if we could conceive our annual or periodic educational meetings as retreats. They ought to be really times for the searching of our hearts. They ought not to be times of merely sounding off, or of an unctuous self-complacency, or a pharisaical "I thank Thee God, I am not like other men."

### What Can 24,000,000 Catholics Do?

This self-examination of conscience is the more imperative because of two conditions. One is the self-laudation of our general theory of education accompanied by the naïve assumption that we realize it in practice. Great and inspiring as the Catholic theory of education itself is, the practice of Catholic education is not always great nor inspiring. And the related social fact is that in a population of 140,000,000 people, 24,000,000 do not appreciably leaven the whole mass. It is hardly conceivable that the Catholic group is without an appreciable influence on the social mass, collectively or individually, except by way of exception. In too many things and in too many ways we are like the mass of our fellow Americans. We succumb to, or we reflect, the secularistic, materialistic atmosphere of our times. Too

many of us have absorbed that indifference which is the main aspect of secularism. We are victimized by the ideology of inevitable progress, of man's self-sufficiency and of a life richer in comforts and conveniences. And need I recall the words of St. Peter:

But you are a chosen generation, a kingly priesthood, a holy nation, a purchased people: that you may declare His virtues, who hath called you out of darkness into His marvelous light (1 Pet. 2:9).

### "It's a Wonderful High School — Or Is It?"

There is an interesting article in the December, 1949, number of the *Phi Delta Kappan* by the editor of *Fortune* on "It's a Wonderful High School — Or Is It?" This is an examination of pedagogical and social conscience. But there is a point which he makes in his first paragraph on which I wish to animadvert. He says at a meeting of the parents of this outstanding school:

We are met, because, it appears, we don't know where our high school is going. We are none too sure where it has been! Our problem is peculiarly difficult because, paradoxically, the school has an extraordinarily fine reputation. Our faculty and administration are distinguished. It's hard to work up a lather about a school when one constantly hears it described as "one of the best in the metropolitan area" — even if nobody knows what the phrase means (*Phi Delta Kappan*, December, 1949, p. 170).

Of all the adventitious things in education one of the most adventitious is the reputation of schools. One often hears colleges or high schools, or teachers praised as good schools, or good teachers, or good

religious communities — and this "gossipy reputation" is rarely, if ever, in my experience supported by facts. There are undoubtedly good schools and good teachers, but how does anyone know? Who is able to make an independent qualitative judgment of your school? Who has been in a position to make such a judgment? Who has ever taken the pains to do a careful detailed work on which such a judgment must be based? So be wary of these great educational reputations. The fact is, in most cases, we do not know. Try to stand back, far enough away and long enough to see in perspective what you are doing. It would be strange indeed if you did not realize shortcomings, limitations, inadequacies in your faculty, in your academic achievement, and in the Christian formation of your students.

### A Survey of Secondary Education

Recently there was published a survey of Catholic secondary education in the United States based on questionnaires and published by the department of education of the National Catholic Welfare Conference. It is no part of our present responsibility to evaluate that Survey or the questionnaire method. However it furnishes a convenient basis for an examination of consciences. Let us try reading it, reviewing its facts and see if there are any problems that are revealed or may be discovered. We shall follow a very simple procedure, namely, take the facts as they are given in the Report and ask a few questions about the facts quoted, or as they are brought into conjunction with other facts in the Report.

### The Secondary School Program

Among the most interesting practical problems in school surveys are the size of the schools, the number of teachers, and the character of the curriculum. Un-

\*Editor of THE CATHOLIC SCHOOL JOURNAL and President of Mount Mary College, Milwaukee, Wis. The article was prepared as an address at an Institute of High School Teachers in St. Louis, Mo.

fortunately this National Survey of Catholic Secondary Education leaves out the facts regarding the number of teachers in schools but the other facts are stated. Regarding the size of the schools we read that: 40.8 per cent of the schools have fewer than 100 students; 38.7 per cent of the school have from 100 to 300 students; or, in other words, 79.8 per cent of the schools, that is practically 80 per cent of the schools, have fewer than 300 students.

On another page we read regarding the character of the curricula that: 64.4 per cent of the schools have a comprehensive program; 31.6 per cent of the schools have an academic program; 3.8 per cent of the schools have a commercial program; 0.2 per cent of the schools have a vocational program (Report, p. 39).

Especially interesting in connection with these statistics is the definition of what is meant by a comprehensive school program. The Report says:

The term "comprehensive should properly be applied to schools which offer programs sufficiently varied to meet the present and future needs of all classes of students — those preparing for various colleges, professional and technical schools, nursing schools, and the like; those preparing for skilled and unskilled occupations; as well as providing preparation for home life and leisure pursuits. Although many of the schools do not meet fully the objectives of the comprehensive school, still, the attempt to differentiate according to varieties of needs justifies the classification as distinct from the strictly academic or college preparatory institutions (Report, pp. 39-40).

And our conscience goes to work to ask us what kind of modern secondary school program can ordinarily be given in a school of fewer than 100 students, or even in schools of 300 students? And, more specifically, what are the possibilities of a comprehensive program in schools of fewer than 100 students, or up to 300 students? Our conscience raises the question also, though the information is not available, as to whether the equipment of the Catholic secondary school to any great extent is adequate for a comprehensive program. The problem we ought to face is the answer to the questions: "What is the optimum number of students for a secondary school that really gives what is known as a comprehensive secondary school program? How many teachers are necessary? What qualifications are required? What equipment is necessary? Is the cost of such a program practically prohibitive particularly if the school is supported by tuition?"

And regarding the comprehensive scope of education let us not forget the great and inspiring words of the Encyclical on Christian Education:

Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic, and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ (p. 32).

### Vocational Training in Catholic Secondary Schools

Let us comment more specifically on the situation in Catholic high schools with reference to vocational training. We read in the Report that vocational schools are practically nonexistent in ordinary Catholic education "though it is provided" in institutional schools, such as reformatories, houses of Good Shepherd, and homes for dependent boys and girls. We should recall the statement that 64 per cent of the Catholic secondary schools provide a comprehensive program. More pertinent and significant is the question raised in the Report itself:

It is at least thought provoking to speculate on the reason for the stress laid on vocational programs in these institutions while such work is far less frequently offered to many other boys and girls who would find it equally beneficial (Report, p. 48).

This is a serious question for our pedagogical and social conscience. When one examines the scope and variety of the educational needs of our American adolescents as is indicated by the public school's program one wonders whether this problem should not be refined in its definition and expanded in its scope.

Are there educational needs in trades that we disregard? In business management? in retailing? in salesmanship? Is there any danger that the graduates of our high schools will be economic parasites unfit to earn their own living? victims of blind-alley jobs? or exploited because they have no skills? What do we do vocationally for the student who drops out because of lack of aptitude, mentality, interest, or social pressures of home or community? Or do we carry along such students with passing marks just to keep them in Catholic schools? Has this whole problem any relation to the large number of Catholic students in non-Catholic high schools in urban areas? Is the problem one of education? or of cost? Is it a problem of lay teachers?

### Coeducation

We come now to a very delicate matter, that is the question of coeducation in the Catholic high school. We read in the Survey that

1. There are 1132 Catholic coeducational secondary schools in the country, which is more than one half of the number of secondary schools (53.6 per cent) but which enroll 38.3 per cent (178,601) of the students.

2. There are 710 girls' schools, which is one third of the number of schools (33.6 per cent) but which enroll 34 per cent of all students (160,831).

3. There are 269 boys' schools, which is about one eighth of the whole number (19.7 per cent) but which enroll 27.3 per cent of all the Catholic students (127,598).

These are the facts and we read at the end of the statement that those who formulate the educational policy of Catholic schools will be guided, among other things, by the words of the Holy Father. Need I recall to you the words of the Holy Father:

False also and harmful to Christian education is the so-called method of "coeducation." This, too, by many of its supporters, is founded upon naturalism and the denial of Original Sin; but by all, upon a deplorable confusion of ideas that mistakes a leveling promiscuity and equality, for the legitimate association of the sexes (p. 22).

The Pope then notes the differences in organism, temperament, and abilities, differences, says the Pope, which ought to be maintained and encouraged during their years of formation with the necessary distinction and corresponding separation according to age and circumstances.

These principles, with due regard to time and place, must, in accordance with Christian prudence, be applied to all schools, particularly in the most delicate and decisive period of formation, that, namely, of adolescence (p. 22).

The question for our pedagogical conscience is "How does it happen that the words of the Holy Father on coeducation are so generally disregarded in the very area where he said they are most applicable? Additional questions suggest themselves. Is the coeducational school necessary as a practical solution in the smaller communities? Is the problem one of no school or a coeducational school? Is the problem different for large urban communities and small rural communities? Besides these social questions there are the pedagogical questions: Can a better Christian education be given in a coeducational school? Are differences of organism, temperament, and abilities, factors to be considered in planning an effective education?

### Adjusting School to Child

Now let us take questions in the area of method. This Survey asked two questions about child adjustment. These two questions and the replies are:

Question: Does the school maintain a philosophy of education adjusting the school to the child rather than the child to the school?

Replies: 793 Yes; 460 No; 328 no reply.

Question: Do teachers maintain a policy of planning lessons with the child as a starting point rather than any particular subject or phase of subject matter?

Replies: 778 Yes; 460 No; 343 no reply.

The comment of the author is significant:

Some of the replies are qualified: To a moderate degree; in so far as possible; a little of both. While these figures provide grounds for no conclusive statements, the fact that 43 per cent of the schools answered in the affirmative indicates a healthy trend toward meeting the needs of the students entering the schools (Report, p. 56).

It should be noted that if the psychology of education really knew anything as a matter of "philosophy" and of "policy" it is an unequivocal affirmative answer to these questions. Yet we have a 43 per cent answer called a healthy trend. The questions which we need to raise are:

What was the educational significance of Christ's "Suffer Little Children to come unto me and forbid them not for such is the Kingdom of Heaven"?

Are Catholic schools built, planned, and operated for children or not?

Is what is to be taught to be stuffed into them, or are they to use their own minds in its apprehension and comprehension?

### Teaching Foreign Languages

It is not possible to deal with all the academic subjects but there is one field in which the issues should be sharply raised and that is in the field of the foreign languages. On traditional grounds we would expect the Catholic high schools to maintain from the standpoint of insight into other civilizations, discipline in study, better appreciation of the mother tongue, and particularly in the modern foreign language's practical use, that the Catholic high schools would be strong in the languages, but the conditions are surprising if not shocking. We can give only some of the highlights:

1. In 273 of the 300 schools with an enrollment of 131,124 students 56,401 are enrolled in Latin.

2. In a fairly large number of schools Latin is not required for graduation.

3. However, the majority of schools still require two years of Latin usually as part of the program of the first two years.

4. German is becoming the "forgotten" subject being taught in only 54 schools of the 300 with 3,235 students.

5. Spanish, greatly emphasized, presumably for practical reasons, is taught in 195 schools to 22,135 students and

French is taught in 164 schools to 14,679 students.

Modern language courses are only rarely offered for more than two years. This is a weak foundation for those who are going to college to build any further instruction, particularly if the instruction is in the first two years. It is a weak foundation for those who want to use the language. But more significant, if college experience is any guide, is the utter futility of two years of foreign language from any standpoint from which presumably foreign languages are taught — cultural, disciplinary, practical, appreciation of a foreign civilization, literature, or people. And when we consider generally the training of those who teach and their objectives, our pedagogical conscience should be disturbed. The examen might include:

Why do we teach foreign languages at all in high schools?

What are our objectives?

Are these objectives educationally sound?

Do we achieve them at present?

How long would it take to achieve them?

This Survey raises a question in this connection which I shall merely quote because the discussion of the implied educational philosophy would take us too long. In connection with the position held by some, that the academic tradition is the very heart and soul of Catholic education, we read:

Actually there is nothing of fundamental Christian truth in the study of classics. There is, however, fundamental Christian truth in the ideal of respecting all types of human abilities, talents, and interests, and in helping to educate youth for Christian family life and Christian occupations of all kinds in addition to educating the potential scholars (Report, p. 133).

### Training for Family Responsibilities

Though the statistical study of the practical arts in Catholic high schools was discouraging, a word may be added here about home economics — a word for the ladies, as it were. Sewing is offered in more schools than is cooking and home-making as such in less than half the number in which sewing is offered. Almost three times as many students are listed as taking sewing as cooking. Courses are offered in some schools in nutrition, home nursing, embroidery, needlework, and family relationships. It is about this last phase that a word should be said. I think it can be said unequivocally that preparation for family life and the management of family relationships — husband-wife and parent-child — is a clear responsibility of Catholic education, particularly in our social situation with the deterioration of the family rapidly increasing.

The first thought I wish to suggest is that the Catholic boy is going to have the responsibility of husband and of parent and should be prepared for these responsibilities in Catholic high schools. Family relationships should be a required course in all Catholic high schools for young men and for young women.

This points to a second thought. The techniques of cooking and sewing are not the main or even a major part of the training for family responsibilities. The training for family relationships is not the function of the home economics department as such, and it would be tragic to place the responsibility there. This is a function of the whole school and the central responsibility must be in those responsible for the Christian formation of the student. The character of the persons, their outlooks, knowledge, appreciation of all the elements entering into the social and psychological relations in the family, are much more important than the techniques of cooking and sewing. It is apparently this point of view which characterizes the work at the Presentation Academy in San Francisco, which is thus described

Most significant in this program are its method of development by the co-operative efforts of the entire faculty and its utilization of all the subject fields for whatever contribution they make to the established objectives (Survey, p. 91).

The central factor in the family relations program is the teacher of religion. In that way training in techniques will not be made the core of the family relations curriculum and will be kept subordinate. The teacher of the social sciences will be an important adjunct to the teacher of religion and the principal reinforcing teacher.

### Teaching Religion: Making the Christian

If there is one area in which we should expect very definite and clean-cut decisions it is in religion. Here our pedagogical conscience should long since have been formed and our practice determined. But the survey indicates that even the rudimentary questions are not settled. We have not determined the amount of time that should be given to religion in high school, nor the amount of credit that should be given; nor what should be taught or in what sequence, though it includes what we know as Catholic doctrine. Let us glance at some of the statistics:

1. Of the 1581 Catholic high schools 1015 give some credit and 566 do not.

2. In the 815 high schools in states which approve giving religion credit 605 give credit and 210 do not.

3. In the 766 high schools in states which do not approve giving religion credit 410 grant some credit and 356 do not.

4. The amount of credit varies from  $\frac{1}{4}$  to 1 credit per year.

5. The number of hours per week religion is taught varies from 1-2 to 5 or more; more than half the schools being in the latter class in the 300 selected schools.

6. The length of the period is sometimes 30 minutes instead of an hour, and in some cases the religion period is shorter than the others.

7. The content of the curriculum varies, different topics being assigned to the different years, or in some schools a topic is treated in a concentrated fashion at one time, and in others diffused throughout the four years.

Religion is the central part of the curriculum in the Catholic school. Whatever integration is achieved is presumably achieved about it as a center. Yet the general impression of students is that religion is not an important subject as they are subject to the administrative practices listed above. There is however one advantage in this confused situation. There is abundant experience guided by widely different concepts, which may be regarded as experimentation, and should be studied objectively without reference to the numerous personal and community elements that may be involved in the experience.

There is a sentence in the general observation of the Survey that is used in connection with general education that should be applied to religion:

It is concerned not only with the intellect, but with the emotions and the will, and should lead students to acquire the attitudes, ideals, appreciations, habits, skills, and knowledge needed for Christian living in a democratic nation which is a member of an international society (Survey, p. 134).

That is the problem of the teaching of religion — and of all the subjects. The individual there described is the Christian, the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ: the true and finished man of character.

But we must make a humble confession. We know how to teach "subjects" and give lessons, but do we really know how to teach children? What does it mean to us — as the Pope puts it — to co-operate with Divine grace, in the formation of the Christian? With all the help of the Lindworsky's training of the will, do we know how to do it in the classroom? Do we know how to reach in Archbishop Murray's phrase, the will of man through the mind of man? Do we know how to train intellectual habits, moral habits as well as physical habits and skills? What do we attempt and with what success in the training of attitudes, ideals, and ap-

preciations. Is the daily life of the pupil a living embodiment of what is taught in the classroom?

### What We Must Do

Reasonably satisfactory as the over-all achievements of our secondary schools may be, there is still much to be done as indicated in the questions which are raised in our pedagogical conscience by the facts of the actual situation. When we turn from statistics to the actual effects on individual human beings the situation is even more challenging. Our administration of schools must catch up with our insight, and our insight will be an expression of our love. The ideal of the good must be changed for the ideal of the best, and our activity must be transformed from the routine to the creative.

### Conclusion

And in conclusion may I say: the Catholic ideal of education as expressed in the Encyclical on Christian Education is still as sound, as rich in content, and as full of suggestion, and as penetrating as it ever was. Our great deficiency is that

we have not yet translated it into an effective living organism, full of the spirit and grace of Christ, and forming the Christian to the "full stature of Christ." This is a man's work — a challenge to the highest spiritual and practical potentialities of human nature. There is no place for self-complacency or for self-satisfaction. It is a continuing challenge — a vivifying challenge — it is a great adventure — a spiritual adventure in man making for this and another world. You must say with Norbert in Browning's poem "I have a life to give." And give it. And then add the prayer of the Pope at the end of the Encyclical:

Let us then raise our hands and our hearts in supplication to heaven, "to the Shepherd and Bishop of our Souls" (cf. 1 Pet. 2:25), to the Divine King "who gives laws to rulers," that in His almighty power He may cause these splendid fruits of Christian education to be gathered in ever greater abundance "in the whole world," for the lasting benefit of individuals and of nations (p. 35).

## Fiat

Sister M. Noella, Ad.P.P.S.\*

Mother Superior has just announced that later this evening the Sisters will assemble to receive their appointments for the coming year. The signal for recreation is then given and the convent grounds are filled with eager voices. The subject of conversation, of course, anyone can guess.

Everybody seems to be taking a turn at teasing a companion and having a good time in general. That is, all except one little nun who walks slowly from one group to another apparently in deep thought.

Let us look behind the eyes of this young Sister and see what is taking place there. Oh-ho! So this is it! Sister seems to be having quite a struggle with herself. It's the community rumor that Sister is to be the superior at a large and difficult mission this year.

"But there must be some mistake," thinks the distressed nun. "I am not good enough to be a superior. There are so many Sisters far better fitted for the job than I am. I just can't be superior. I'm not prudent in making decisions or giving directions. Why, I'll just try the other Sisters' patience and make them unhappy, I'm sure. Oh, what am I going to do?"

Sister wrings her hands, then pauses as if struck by a sudden thought. Somewhere from the recesses of her mind come these impelling words:

"... There is really only one virtue — humble, volitional conformity to the will of

God — and only one sin — defiance of God's will.

"... Conformity to God's will — defiance of God's will." The words seem to repeat themselves in Sister's mind. Her thoughts rush on — one struggling for supremacy over the other.

"I want to do God's will. I would never even think of defying it. But this cannot be His will. There must be some mistake. I am not worthy to be a superior.

"... Humble, volitional conformity ...  
"Surely it's not pride that makes me feel this way. How could it be? I merely feel incompetent for the task. I am only thinking of the Sisters who will be subject to me — or am I?"

"A wolf in sheep's clothing? Pride often dons the garb of humility. Am I really thinking of the other Sisters or am I thinking of myself?"

"Yes, I am thinking of what others will think of me, not of what they will suffer because of my mistakes.

"... There is only one ideal — 'doing one's job in life' — involving self-surrender and service ...

"That's it! Why should I be afraid? God only demands that we do our best in whatever He gives us to do. My appointment for the coming year is God's special job for me. He doesn't expect success, but only that I do my best in whatever situation I find myself. I need not bother about what others think of me, but should concentrate upon fulfilling God's will at all times."

\*St. Mary's College, Xavier, Kans.

# The Handicapped Child's Bill of Rights

Florence A. Waters\*

THE protection of youth is instinctive in the best of human nature. To conserve that which is conducive to the child's good, to prevent that which will harm him in body or soul, to restore or compensate for those good things which have been lost to him—these are the aims of workers in the field of childhood handicaps, of those who champion the handicapped child's Bill of Rights.

*"The handicapped child has a right to as vigorous a body as human skill can give him."*<sup>1</sup>

In this day of advanced medical knowledge and of free advice and care for the indigent, it takes only full co-operation between the school nurse and the doctor on one side, and the teacher and parents on the other, to insure the best possible general health in the child. A vigorous body provides a powerful weapon against those forces that would rob the spirit of its courage and perseverance. And this is especially so where the handicap lies in one or both of the major senses, sight and hearing.

*"The handicapped child has a right to an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable."*<sup>2</sup>

With consideration for the fact that no two persons ever carry identical burdens—the many differences in personality, intelligence, family background, and degree of infirmity preclude this—we are careful to avoid generalities in deciding the specific needs and educational adjustment of physically handicapped children. Neither forcing the child beyond his powers, nor holding him back to a slower pace than that of which he is capable, we would give him every opportunity to contribute his best to his preparation for economic independence, and for spiritual peace and happiness.

We hold the normal educational environment to be the ideal, the goal at which to aim, but, falling short of the ideal, the handicapped child educated in a special class or school, may yet aspire to a high degree to this, the second of his Bill of Rights.

*"The handicapped child has the right to be brought up and educated by those who*

*understand the nature of the burden he has to bear and who consider it a privilege to help him bear it."*<sup>3</sup>

The regular classroom teacher has it in her power successfully to fit many a small person burdened with a physical handicap into her classes without loss to that small person or to herself or to the rest of the children. And, if she has spiritual vision, she will find great happiness in stooping to this child and lifting him to the level of the others. Moreover, she will learn how to do this without making him or his infirmity the object of unwelcome attention.

This means, of course, that she will learn a little about that particular handicap and how best to handle it. She may even learn a great deal about it without undue strain on her time. Should the burden be too heavy for teacher or child, the special class will provide the trained teachers who will try to approximate for him the normal school life that is his right according to the next or fourth of his Bill of Rights.

*"The handicapped child has a right to grow up in a world which does not set him apart, which looks at him, not with scorn or pity or ridicule—but which welcomes him, exactly as it welcomes every child, which offers him identical privileges and identical responsibilities."*<sup>4</sup>

We would deny no Catholic child the

<sup>3</sup>Ibid.  
<sup>4</sup>Ibid.

## IN THE HEART OF A CHILD

I sought Him on His altar throne:  
I sought Him at the rail:  
I sought Him in my deepest thought:  
But everywhere to fail.

The sky was lead, my prayer unheard:  
My soul was lone and sore.  
I wept and prayed—and prayed again,  
Then sought Him all the more.

A little child came tripping by:  
A cross hung at my side:  
His little hand reached out for it:  
And, "What is this?" he cried.

As I that tale of love retold,  
His eyes in wisdom grew.  
A little child had found his God,  
And I had found Him too.

— Sister Mary Demetria, S.S.J.,  
Nazareth Hall Academy,  
Rochester 13, N. Y.

best possible Catholic education—yet the above mentioned "special classes" for hard of hearing children who cannot be successfully educated in the regular classroom—and may I emphasize that these so-called failures constitute but a very small minority of the estimated three million hard of hearing children in the elementary schools of America—are to be found for the most part in the public schools.

In only one diocese, to my knowledge, have day classes for the hard of hearing been established in the parochial school system. And only in that one Catholic school system, apparently, are after-school lip reading classes available to those children who need this aid in keeping step with their more fortunate companions in the regular classrooms.

Nevertheless, the kindly, understanding Sister, willing to co-operate with those who know impaired hearing and all its ramifications, can do astounding things for the spirit of the child. And in the long run it is the spirit with which we face our battles that will take us a long way on the road to victory. With the arrival of that happy time when dulled hearing is recognized in all our schools for what it is, and the needed adjustments to the normal environment are intelligently met for the small victims—when Catholic education is assured for those who cannot fit into the normal pattern—then will the suffering of the world be immeasurably lessened. Then will the quality of many souls be immeasurably raised.

*"The handicapped child has a right to a life on which his handicap casts no shadow, but which is full day by day with those things which make it worth while, with comradeship, love, work, play, laughter, and tears—a life in which these things bring continually increasing growth, richness, release of energies, joy in achievement."*<sup>5</sup>

What part can the parochial school play in projecting our many hard of hearing children into this happy future to which we would add the rich spiritual life of a well instructed Catholic? I believe it may be summed up in a willingness on the part of superintendent, principals, teachers, and parents to co-operate in as far as it is possible with those who are trained and experienced in the work of prevention of deafness and rehabilitation of hearing handicapped children, and who have the Catholic education as well as the ideal adjustment of these children at heart.

<sup>5</sup>Ibid.

\*Apostolate for the Deaf and Hard of Hearing, 191 Jerusalem St., Brooklyn 2, N. Y.

<sup>1</sup>The Handicapped Child's Bill of Rights, White House Conference on Child Health and Protection, Special Education—The Handicapped and the Gifted (New York, N. Y.: The Century Company).

<sup>2</sup>Ibid.

# New Orleans: 1950 N.C.E.A. Convention Site

*Very Rev. Msgr. H. C. Bezou\**

**N**EW ORLEANS, the site selected for the 47th Annual Convention of the National Catholic Educational Association, is a city with a keen awareness of its place in American history as a Catholic educational center and with a growing consciousness of its responsibility in fostering and cultivating world friendliness and understanding. Since the theme of the 1950 N.C.E.A. Convention is "Education for International Understanding," Catholic educators in the Archdiocese of New Orleans feel that it was a happy inspiration which made the Association select *The Crescent City* in 1950.

If growth is an index of vitality, Catholic education in the Archdiocese of New Orleans has been endowed with exceptional strength and vigor for more than two centuries. In Metropolitan New Orleans alone, the number of Catholic elementary and high schools has grown from one academy, founded by the Ursuline nuns in 1727 and now the Catholic school with the longest uninterrupted history in the United States, to 99 schools, 2 colleges, one major seminary, and 2 universities. Outside the metropolitan area there are 63 elementary and secondary schools. The total number of youths under instruction, from Catholic kindergarten to Catholic graduate school, is in excess of 59,000. Only fifty years ago, as the nineteenth century was fusing into the twentieth, the total enrollment in archdiocesan schools barely exceeded 12,000.

## A Cosmopolitan City

But, perhaps of even greater interest to the delegates assembled in New Orleans from April 11 to 14 to evaluate Catholic education at this mid-point of the twentieth century and to discuss the theme

\*Superintendent of Schools, Archdiocese of New Orleans, General Chairman of Arrangements for the 1950 Convention.

"Education for International Understanding," is the signal contribution which the city is making toward bettering world understanding and friendliness. For many



*Very Rev. Msgr. H. C. Bezou  
Archdiocesan Supt. of Schools,  
New Orleans, La.*

generations, New Orleans has been known as a cosmopolitan city. Its citizens have represented many national, ethnic, and racial strains — French and Spanish German and Irish, Creole and Italian, Negro and Jew — and all these have lived together in concord from founding days.

New Orleans is recognized as a tolerant city; its attitude is "live and let live." Its social history is noticeably free of serious race riots, religious animosities, and anti-Semitism. Know-nothingism, the A.P.A., the Ku-Klux-Klan, and other anti-Christian and antisocial phenomena indigenous to the United States could never make an impact on the city or the area embraced by the archdiocese. Even though foreign tongues are not heard on New Orleans streets and in its homes as frequently as was the case a generation

or two ago, the city yet remains one of the most polyglot in the country. It is not without significance that 34 countries maintain consulates in the city and that the flags of sixty nations, including that of the United Nations, fly from New Orleans' famed International Trade Mart.

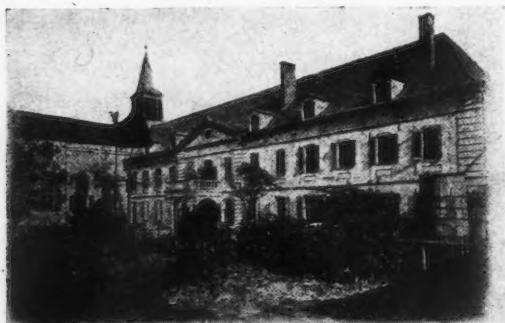
## A Global Market Place

The International Trade Mart is a global market place. It is a trading center where the great industrial and manufactured products of the Mississippi Valley are presented to the southeast and southwest United States markets and to the goods-hungry buyers of the world. In its unusual interior are displayed such items as Belgian textiles, laces, furniture, and glassware; priceless gems from Africa; rare perfumes from France; heavy machinery from industrialized America; samples of coffee from Guatemala; and products from the Argentine, Panama, and from most of the other American republics. All told, more than 600 types of products from 46 states and nearly 40 countries are on display in the Trade Mart. A nonprofit, civic-sponsored establishment, it is a showcase for American and foreign goods; a visit to it is an educational experience.

Only a block away from the Mart



*Right: Lobby of  
International  
House.*



*Left: The Old Ursuline Convent on Chartres Street is thought to be the oldest building in the Mississippi Valley. It now houses St. Mary's Italian School, conducted by the Missionary Sisters of the Sacred Heart.*

stands International House. Representatives of firms from all over the world find the House to be an ideal "pied-à-terre" while transacting business in the United States. It supplies them with a private office, secretaries who speak their language, a world trade library, and numerous other services. Like the Mart, International House is a nonprofit undertaking and has built up inestimable good will between the United States and foreign countries. It has been called the "International Middle-Man."

As a further stimulus to international commerce and co-operation, New Orleans opened a few years ago its Foreign Trade Zone. The second to be established in the United States, the Zone encourages out-of-country manufacturers to process or store their goods on American soil, with industrial know-how, but without customs, tariffs, or taxes of any kind. As a result, numerous foreign shippers bring goods into the Zone, process them, and send them overseas again without ever entering the United States. The Zone has helped to institute and to maintain cordial relations between the United States and other countries of the world. It is an integral part of the Port of New Orleans which is the biggest business in the city and no mean contributor in its own right to world trade and understanding. Each year the Port does more than one and a quarter billion dollars worth of foreign trade to rank second in the nation. Delegates to the N.C.E.A. Convention will be invited to recreate themselves aboard the river steamer "President" and to view the 11 miles of concrete wharves which constitute the Port and which furnish berths for more than 2500 ships annually.

### The Port of Embarkation

As they descend the Mississippi River, the delegates will learn that, hard by the site of the second Ursuline Convent, there now rests, astride the Industrial Canal and the Mississippi, the New Orleans Port of Embarkation. It was from this point that literally tens of thousands of American GI's left to engage in the campaigns of World War II. Today, the Port of Embarkation has the peacetime role of clearinghouse for thousands of displaced persons as they enter the United States for the first time. Thus far, some 8000 displaced persons have been welcomed to American soil via the New Orleans Port of Embarkation. Of these twentieth century refugees — Poles and Finns, Latvians and Lithuanians, Czechs and Greeks, Italians and Slavs — some 3000 were sponsored by War Relief Services of N.C.W.C. The Port of Embarkation is the transmittal point for some 45 per cent of all ECA, ERP, Marshall Plan, and other forms of American relief to the war-stricken countries of the world. In 1948, the New Orleans Port of Embarkation handled 7,371,635 measurement tons of



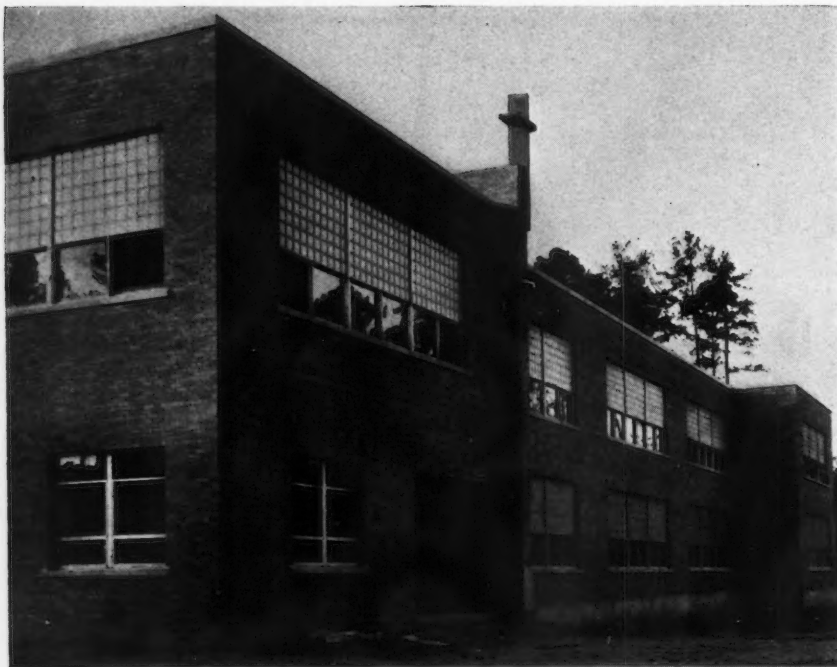
*St. Louis Cathedral, New Orleans, as seen from Jackson Square.*

cargo, 90 per cent of which went to relieve and rehabilitate countries in Europe, Asia, and Africa.

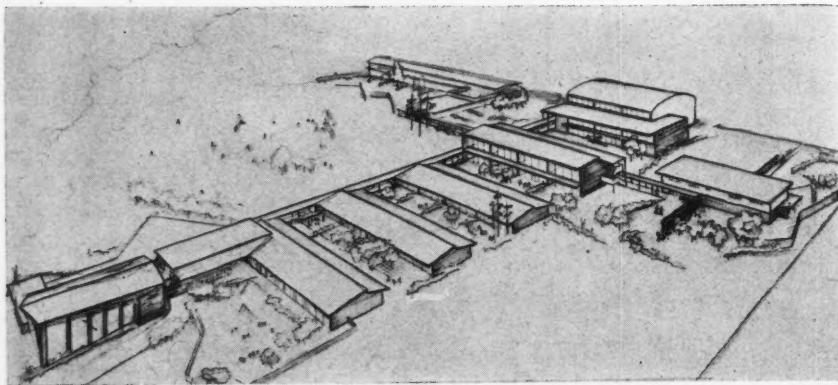
### Ursuline Hospitality

As the D.P.'s touch American soil for the first time so close to the location of the old Ursuline convent, history-conscious Orleanians are reminded that many pioneering teaching nuns received their first hospitality in America from the New Orleans Ursulines. As early as 1793, a group of refugee French Poor Clares, later to establish an academy in Georgetown, received an invitation from Baron de Carondelet, Governor of Louisiana, to

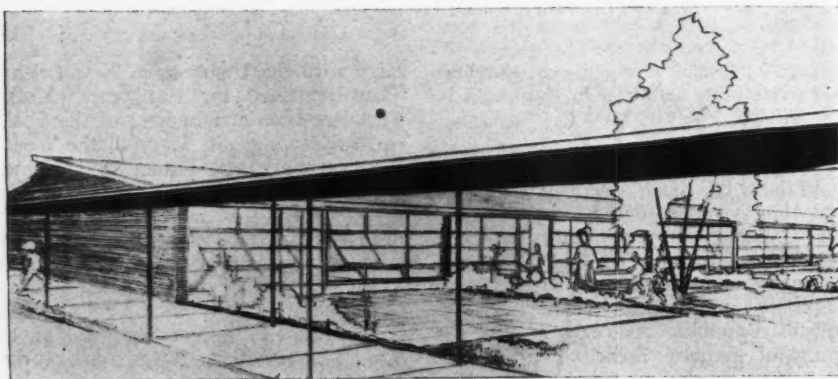
tarry with the Ursulines in New Orleans. They remained for two years. Mother Theodore Guerin, foundress of the Sisters of Providence of St. Mary of the Woods, Ind., arriving from France in 1844, was given hospitality, together with her companions, by the same nuns. To the Marianites of Holy Cross, now the community of nuns with the largest number of schools and pupils in the state of Louisiana, the Ursulines offered in 1851 one of their houses for the use of the Sisters. Shortly before, they had turned over to the Sisters of Mount Carmel a school, adjoining which was to stand the Mt. Carmel mother house from 1838 until



*St. Paul School, Covington, La., approaching completion.*



*The proposed plant of the Church and School of the parish of the Immaculate Conception at Marrero, La. Curtis & Davis, Architects. Rev. Paul Gaudin is the pastor.*



*A typical classroom wing of the proposed church and school for the parish of the Immaculate Conception at Marrero, Louisiana.*

1925. Today the Sisters of Mount Carmel educate some 6000 children in 12 Louisiana schools. Mother Philippine Duchesne relates in her letters the countless kindnesses offered to her and the first Religious of the Sacred Heart in America by the Ursulines in the early 1800's. Similar testimonials are found in the annals of the Sisters of Mercy of the community of Naas in Kildare; the Dominican nuns who arrived in New Orleans from Ireland in 1860, and who now teach some 5000 children in the archdiocese; the Missionary Catechists, Servants of the Holy Eucharist, and many another community now thriving and rendering valiant service in the cause of Christian education.

### By Land, Water, and Air

The location of New Orleans, less than 90 miles from the Gulf of Mexico, makes the city strategic from the point of view of shipping between the Americas. Its proximity to Central and South America likewise gives it a claim to the title of "Air-Hub of the Americas." Moisant Airport, where air-minded delegates to the N.C.E.A. Convention will land if they utilize one of the eight airlines whose terminal is New Orleans, is called an "International Airport." Besides having direct connections with every region of the United States, these airlines also offer daily flights to Cuba, the Antilles, Mexico City, Yucatan, Guatemala, and other points south of the border.

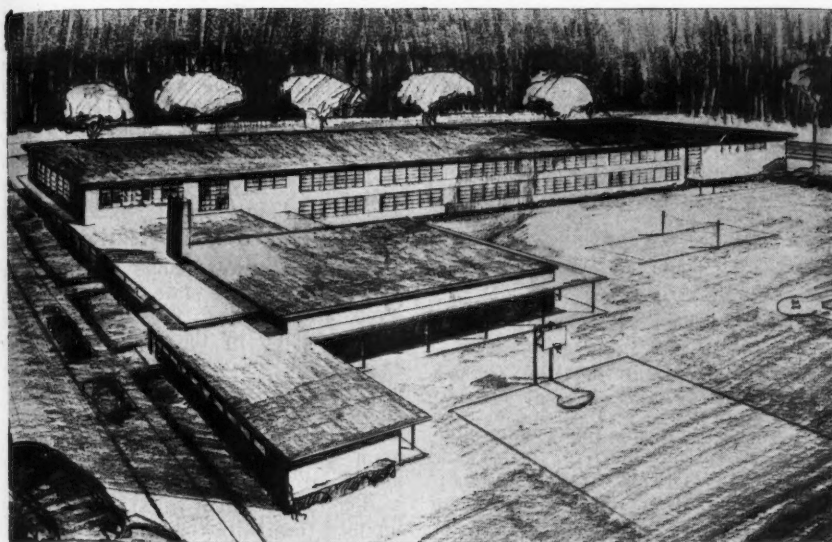
### International Understanding

Always sympathetic to the Latin American temperament and culture, New Orleans each year educates hundreds of young Spanish-speaking Americans in its Catholic boarding schools and colleges. Pan-American Day is annually observed by the Catholic high school students. The Spanish language, along with French and Latin, is commonly taught in all secondary schools. Not a few of the Catholic high school graduates land jobs as bilingual stenographers and clerks in International House and in the numerous import and export firms of the city.

These are but a few of the circumstances which make New Orleans an exceptionally suitable place for the 1950 Convention of N.C.E.A., particularly since all discussions during the general and sectional meetings will revolve around the subject "Education for International Understanding." Delegates will be literally surrounded with projects and enterprises intended to foster global understanding and friendly relations among the nations of the world.

### A Catholic City

At the same time, the delegates will sense that they are sojourning in a city which is Catholic in its spirit and atmosphere as well as in its antecedents and history. There is hardly a spot in the city



*A sketch of the new St. Augustin High School for Negro boys, London Ave., New Orleans. Nolan, Norman, and Nolan are the architects.*

at which a person can stand without being less than seven or eight blocks away from some Catholic church, chapel, convent, school, or charitable institution. For years now no nun has ever paid streetcar or bus fare. At least 65 per cent of the white population and 25 per cent of the Negro population — exceptionally high figures for a large American city — are Catholic; and both segments cherish their religion-sponsored schools and institutions. In the decade that has elapsed since the N.C.E.A. last met in New Orleans, the Catholic population in elementary and high schools of the archdiocese has risen from 39,028

to nearly 55,000. Many more would be in attendance in Catholic schools except that the number of teachers and the classroom accommodations, despite valiant efforts on the part of pastors and of the 28 religious communities teaching in the archdiocese, have not been able to keep pace with the demands of Catholic parents.

#### Numerous Catholic Schools

Yet, the consistent growth in attendance has spurred a vast Catholic building program which, during the past year, reached proportions unparalleled in the history of education in the city and archdiocese. In

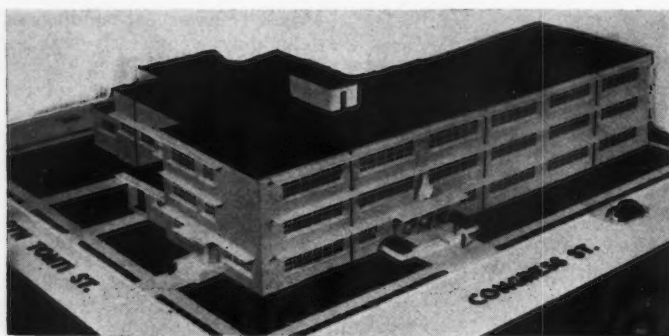
1949, 24 new school buildings or additions to buildings, conservatively valued at about \$9,000,000, were erected or planned in widely scattered sections of the city and of the archdiocese.

In the heart of the Vieux Carre or French Quarter, the section selected by Bienville as site of the city in 1718, the St. Louis Cathedral Parish, now has a new school and convent erected at a cost of some \$300,000. Hard by is the new St. Mary's Italian Gymnasium and Youth Center completed in late 1948. In the Irish Channel, the Redemptorist Parish is erecting a modern school to replace a century-old edifice which housed one of the first parochial schools in the archdiocese. Some 2100 children are currently enrolled in five school buildings maintained by the Redemptorist Parish.

In the Carrollton Section of New Orleans, Mater Dolorosa School is putting the finishing touches to its \$200,000 expansion and improvement program which included penthouse quarters atop the school for 24 nuns. In Lakeview, an area practically inaccessible and uninhabited a little more than a generation ago, the half-million dollar St. Dominic's School will be dedicated this spring. Near the Industrial Canal, St. Mary of the Angels School, also an investment of some half million dollars, will be under way during 1950. In the same neighborhood, St. Philip's School will be ready for occupancy next September although the parish has not yet been canonically erected. Like the two-year-old Epiphany parish plant, church-school-auditorium-gymnasium, St. Philip's is being built with labor contributed by the Negro parishioners.



*Two classrooms in the new Mater Dolorosa School, Independence, La. Note the fluorescent lighting and also the modern, informal arrangement of tables and desks in the primary room. A lay teacher is shown in this room. There are 275 lay teachers in the schools of the Archdiocese of New Orleans.*



*A model of the proposed St. Mary of the Angels School, Congress and Tate Streets, New Orleans. Rev. Dominic Calme, O.F.M., is the pastor. Jules de la Vergne is the architect.*

Ground was broken last December for the permanent St. Raphael's School in Gentilly, a section which, less than 20 years ago, was such marshy terrain that it was the delight of quail hunters. In another suburban area of Metropolitan New Orleans, St. Christopher's School registered 450 children on the day it opened in temporary quarters last September. Its new brick building was dedicated shortly before Christmas, 1949. Other entirely new schools which opened during the current school term are St. Lucy's, Houma, and Holy Family, Port Allen.

A number of parochial schools added to their facilities during the past year. Among these are Our Lady of Prompt Succor, Westwego; St. Cecilia, Our Lady of the Holy Rosary, Holy Name of Mary and Holy Name of Jesus, New Orleans; Sacred Heart, Baton Rouge; and St. Benedict the Moor, Bertrandsville. New buildings replaced old ones in the towns of Independence, Hammond, and Covington during the current school term.

Now on the drawing board or awaiting bids are new schools to be erected for the suburban parishes of St. Francis Xavier, Metairie; St. Agnes, Jefferson Highway; and St. James Major, Gentilly. In addition, the Youth Progress Program of the archdiocese, which raised \$2,500,000 in 1945 for the education, recreation, and protection of youth, is about to launch into its building program with the new St. John Baptist de la Salle High School for Boys to be directed by the Brothers of the Christian Schools and with the new St. Augustine High School to be staffed by the Josephite Fathers. Xavier Prep, a coeducational high school operated by the Sisters of the Blessed Sacrament, will be rebuilt within the next few months. Jesuit and Holy Cross High Schools, also beneficiaries of the Youth Progress Program, likewise plan to expand, and the Brothers of the Sacred Heart will open a new Boys' High School in the Gentilly section in two or three years.

#### Ultramodern Buildings

Of special interest to Catholic school administrators is the ultramodern plant

being designed for the Immaculate Conception Parish in Marrero, across the river from New Orleans. Special consideration is being given to such up-to-date school features as separate play areas for primary classes, movable walls, bilateral lighting, space for three activities in one room, covered walks connecting classroom blocks, open-air classrooms, outdoor space adjoining the cafeteria-auditorium, etc. As in the newer schools and those currently being remodeled, careful attention will be given to color dynamics, reflectance values, optimum artificial lighting, colored boards, and other features of the fabric of the modern school.

#### Modern Curriculum

Keeping pace with the physical and numerical growth is the quality of the instruction given in Catholic schools of the archdiocese. For some years now the curriculum in the elementary schools has been based on "Guiding Growth for Christian Social Living" of the Commission on American Citizenship. Last year members of the Commission came to New Orleans for the annual Teachers' Institute. Four full-time archdiocesan supervisors, aided by committees of teachers in the field, are currently devising the archdiocesan course of studies. Three books have already been published and are used by primary grade teachers. In addition to the annual Teachers' Institute, in-service training is conducted through the superintendent's office in such fields as music, religion, reading, etc. Numerous cultural activities are available to students in New Orleans Catholic schools thanks to the city-sponsored youth concerts of the New Orleans Symphony Orchestra, the projects of the local opera guild, the field trips to museums arranged by the Junior League, the Teen-Age Book Reviews broadcast from the New Orleans Public Library, and numerous other educational and cultural projects. Each year, the Catholic Schools of the archdiocese hold a music festival in the Municipal Auditorium with some four or five thousand participants of all school and college levels. In addition, the Catholic School Music Guild holds a program each month

of the scholastic year. The programs, sponsored jointly by the Louisiana unit of the National Catholic Music Educators Association and the Archdiocesan School Board, have stimulated interest in music among Catholic school children and show what is being done along musical lines in various schools of the system.

#### Public School Relations

Relations between public and nonpublic schools at both the state and civil parish levels are excellent. Free textbooks are made available by the state to all pupils as are library books and visual-aid equipment. Bus transportation is furnished all on an equal basis, particularly in the rural areas. Louisiana also has a free lunch program which reimbursed Catholic schools in the archdiocese during the 1948-49 session to the extent of \$558,547.60 and supplied them with commodities conservatively valued at \$200,000.

Home-school-parish-community relations have been immeasurably aided by the Council of Catholic School Co-operative Clubs which is now composed of nearly 60 parent groups connected with Catholic schools. It is the largest organization of its kind in Louisiana outside the State PTA. It sponsors such projects as the annual Educational Series, Catholic Parent Forum, Regina Matrum Award to an outstanding Catholic Mother of the Archdiocese, Corporate Communion, and a Religion in the Home Program; and also represents Catholic interests on Mayors' Committees, Civic Councils, during Safety Campaigns and Charitable Drives. The classes in public relations which the C.C.S.C.C. has sponsored in the past two years have helped considerably in putting across the message of Catholic education, its philosophy, its ideals, and its goals. Members of the C.C.S.C.C. are working closely with the local convention committees.

#### Welcome to New Orleans

Convention sessions as well as the opening Pontifical Mass on Tuesday, April 11, will be held at the Municipal Auditorium; sectional meetings are also scheduled for Xavier University and Loyola. Authorities at both Dominican and Ursuline colleges have offered their facilities during the Convention. The Seminary Department will meet at Notre Dame Seminary on Carrollton Avenue. Hotel and other accommodations for the Convention are being handled by a committee headed by Right Rev. Msgr. Francis Baechle, pastor of St. Matthias Church, 4230 South Broad Street, New Orleans. No effort is being spared both to make the New Orleans Convention memorable and to confirm the conviction that Catholic New Orleans was a happy selection for the discussion of the theme "Education for International Understanding."

# John Bosco, Patron Saint of Playgrounds

*Brother Eugene, S.D.B.\**

IS THERE a patron saint for our city playgrounds? There should be. Through the years Holy Mother Church has offered patrons to people in every walk of life: musicians (attention Petrillo) have their St. Cecilia; footsore travelers invoke St. Christopher; journalists take their cue from St. Francis of Sales, and reformed drinkers may eventually boast of a saint from their own ranks — Matt Talbot. A logical choice in selecting a spiritual supervisor for our recreational centers should be based on definite characteristics in a saint that are naturally associated with the activities of a playground. Heading the list of possible candidates for such an honor is unquestionably St. John Bosco.

As a boy St. John Bosco was an athlete of some distinction. Gifted by nature with a sound body and that indefinable knack of adaptability to every manner of game, this dynamic Italian shepherd lad of the early nineteenth century grew up on one of nature's own great playgrounds — the rolling pasture lands of northern Italy. Hard work in the fields and a wholesome diet typical of country life joined forces to supply him with that stamina and speed that mark the young athlete. Biographers of his early life record numerous incidents that attest to his physical prowess. Once, for instance, a touring track star chanced through John's home town of Becchi. His presence attracted the village folk that would otherwise be at the Sunday afternoon services. Little Bosco challenged the supposedly undefeatable performer to a sort of decathlon. There was a surprising condition attached to the outcome. If John Bosco were to win, the gentleman would be asked to leave town. After a bitter hour's contest, Bosco was trooping triumphantly toward the parish church followed by wide-eyed admirers, while the badly chagrined Achilles gathered his belongings and beat a hasty exit on the road out of town. On numerous occasions young John would stage a one-man show, going through such acts as walking a tight rope, pulling rabbits out of bewildered peasants' straw hats, and running through several rounds of acrobatics. Shrewd merchant that he was, he charged an admission fee — the recital of the rosary.

## The Boys' Friend

Becchi's John Bosco grew up eventually to be a priest. His early skills stood him in good stead, for the immediate field of his apostolic work was boy work. He had a holy obsession for boys. And Turin at

this time (1841) had an abundance of boys. Lured by dreams of better work and better pay in the Turin factories, thousands of country lads left their farms and parents. Often homeless and out of work, they tramped the streets unlearning the religion of their boyhood years. Like a magnetic Pied Piper, Don Bosco lost no time in pitching into the battle. He gathered them by the hundreds in any vacant lot he could find. For hours on end he kept them busily and happily at play. No sight was more inspiring to behold than that of a young priest, cassock tossing in the wind, running to and fro among the boys. Nor was the scene less inspiring when that same priest sat on the sidelines while a long line of youthful penitents made their confessions, to the background of dashing teammates. In Father John Bosco's mind healthy bodies would make for healthy minds and souls, too.

Through his half century of boy work Don Bosco compounded a fascinating educational system which has ranked him among the great Church educators with St. Ignatius and St. John Baptist de La Salle. One phase of that system high-lights his genuine appreciation of the function of recreational activities in the building of a boy's character. The principles he advocated in this regard stressed the many qualities to be fostered by way of supervised recreations: self-control, a spirit of co-operation or team work, sense of responsibility, emotional restraint, and reliability. To help achieve these ends Don Bosco directed that his spiritual sons (the Salesians of St. John Bosco now numbering

some 15,000) should be on hand for all student recreational activities, to join with the boys in their games in order to set an example of proper behavior in games and above all to instill in the hearts of their boys that sense of restraint that considers a ball game not as an end in itself, but as a means to a much higher goal.

Our supervised playgrounds are doing their share in lowering the delinquency potential. Maybe the strong, generous spirit of this spiritual athlete could be of encouragement to religious and lay people engaged in this field of work. Certainly he would be delighted to accept the title and honor of being America's Patron of Playgrounds."

## BLESSED DOMINIC SAVIO

On March 5, 1950, Pope Pius XII raised to the honors of the altar a fifteen-year-old boy, Dominic Savio, one of St. John Bosco's first pupils.

Dominic, born in Riva, Italy, in 1842, distinguished his early life by a seriousness of purpose and an intense devotion to the Mass and the Holy Eucharist. On the occasion of his First Holy Communion at the age of seven, he formed the motto — Death, But Not Sin! — which was to become the mainspring of his short-lived activity and the inspiration of his determination to become a saint.

Though anxious for the severe penances of the saints of the desert, he was forbidden by Don Bosco to perform any austerity upon his innocent body. Thus he turns out to be the convincing proof of St. John Bosco's educational method: to form boy saints by the "extraordinary practice of the ordinary" duties of life.

Like his master, Blessed Dominic Savio cherished an intense devotion to our Lady. The sublime purity of her Immaculate Conception appealed in a very special manner to his almost instinctive sense of chastity. In her honor he founded among his classmates the Immaculate Conception Sodality, which today is traditional in every part of the Salesian world.

Dominic Savio died on March 9, 1857. When his cause for canonization was introduced in 1914, Pope Pius X made this statement: "Dominic Savio is a real model for the youth of our times!" In proclaiming him Venerable on July 9, 1933, Pope Pius XI styled him "a little giant of sanctity." The youngest confessor in the Church's calendar of saints, Blessed Dominic Savio stands out as a hero of Catholic boyhood, the living example of schoolboy virtue, the shining model of classroom holiness.



*Blessed Dominic Savio.  
Beatified, March 5, 1950.*

\*Salesian House of Studies, Market and Church Sts., Richmond, Calif.

# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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## On to New Orleans

The National Catholic Educational Association will hold its forty-seventh annual convention in New Orleans April 11 to 14. New Orleans is a delightful place to spend a few days at any time, particularly when the Archbishop, His Excellency Joseph F. Rummel, is the gracious host. Msgr. Henry C. Bezou, the archdiocesan superintendent of schools and general chairman of the local committee, tells an interesting story about New Orleans Catholic Schools and the hospitable people of Louisiana in this issue.

There are many reasons for attending a convention. One, of course, is the quality of the program. The diversity of educational needs represented in persons attending a convention cannot always be represented in a program, and sometimes speakers do not measure up to the opportunity or the need; nevertheless many people profit from this phase of a convention. But there are other values in a convention. One is to get away from the daily grind and to see things in perspective. A very great advantage is to confer with fellow workers about common problems—the “give and take” of the lobby or the hall or wherever two or three gather to discuss their problems. A convention gives one a kind of “airing.” It is good for one physically and spiritually.

And then there are always the exhibits.

In the first place, the persons in charge of them are informed about *your* problems in their field. They are gentlemen and ladies of the highest caliber, gracious, co-operative, friendly, and frequently going out of their way to do you a service. Bring your bag to collect the little souvenirs they give, but examine their wares and talk to them about their experiences. You learn much and enjoy a little kindly gossip. — E. A. F.

## Mass Education and Education Dilution

A very interesting story in *Time* (Oct. 3, 1949) described the traditions of a 555-year-old “public” (i.e., private) school in England, that of Winchester.

The need for broadening the student base has been felt and apparently accented in socialist England. In 1946, with the help of public authority, 25 places were reserved for graduates of the state financed primary schools at lower fees. Forty were examined but only three could pass, and similarly in 1948, none could pass.

Perhaps this is a striking illustration of the fact that qualifications of those entering or applying for entrance to the higher schools is lower, or very much lower, or at least different, from those of the past.

Mass education has resulted in a progressive lowering of standards, and, though the educational institutions are called by the same name, they are not the same thing.

While the extension of educational opportunities to a larger percentage of the population is a good thing, progressive widening of what is included in education and lower exaction of intellectual achievement have helped to dilute substantially the education given. Many who should have educational opportunity and were denied it now have that opportunity. But do we ever face the problem of the number in the schools, particularly as you go higher, who cannot profit by what is given.

Is there a dilution on the teacher's side as well as on the student's side? Does the extension of mass education make it necessary to dip into inferior personalities to meet the increased load? Training can do something with ordinary people in stiffening them morally and making them capable professionally.

This increase of student bodies is a great temptation in schools conducted by religious communities. They tend to follow the principal of the army. Wherever there is a vacancy and there is an officer unassigned, an assignment by a superior officer immediately confers on him all the knowledge and skill necessary to do the job.

Catholic education must become sensitively self-critical. It ought not to be left to accrediting agencies to keep Catholic institutions in line. We ought to be interested in doing a fine job in present institutions

but we dilute our present service and even our future service by the almost senseless multiplication of Catholic institutions of higher learning. This comes about from the desire of particular orders or groups to be recognized, but it mars the whole purpose and the whole effort. Some plan or order in planning is needed. — E. A. F.

## Federal Aid to Education Reconsideration

The U. S. House of Representatives Committee on Labor and Education has just voted 16 to 9 against giving any federal aid to parochial and private schools. This action has ramifications not only on federal aid, but on many other social situations. The Catholic position has not been consistent over the years.

Why would it not be a good thing to reconsider the whole problem of the relation of the Federal Government and education on the basis of two basic constitutional propositions that used to be accepted in what called itself political science.

The first of these propositions is that the purpose stated in the preamble of the Constitution, “to promote the general welfare” was to be implemented in accordance with the specific provisions of the Constitution.

The second of these propositions is that all powers that were not delegated to the Federal Government were reserved to the states or to the people. There is no delegation of power, control, or aid to education by the Federal Government provided for in the U. S. Constitution. — E. A. F.

## Mother M. Thomasine

Mother M. Thomasine, O.S.F. (1876-1950), of the Sisters of St. Francis of Mary Immaculate died in February. She celebrated her golden jubilee in 1947. She was the ninth supervisor of the community, serving three terms or eighteen years. She was president of the College of St. Francis during its critical years of growth. She was a good religious. Especially significant is the praise which Rev. Alphonse Coan, O.F.M. bestowed upon her in his funeral sermon:

“Mother Thomasine sought to send the Sisters out to their schools, out to their work, fully and thoroughly equipped for that work. In order to do that she helped establish the College of St. Francis. She did all that she could to make that College something in the eyes of the state, so that there she could train her Sisters that they might be thoroughly equipped to go out and work in our Catholic schools. Mother Thomasine's principle was that no Sister should leave to go out and teach until she was well prepared and fitted to do her work. No matter what the need, her first aim was to equip the teacher.”

May she have the reward of those who instruct others to justice. — E. A. F.

# Practical Points on Teaching Chastity—Part Two

James D. R. Ebner

## I. ACCURATE SEX DATA

It should be clear to the teacher that when adolescents request help in their purity problems, they are not necessarily inspired by morbid curiosity. Their interest in sex, rather, is generally a healthy concern over information and guidance to which they are entitled.

Some adults assume that clinical data is about all adolescents are after, for there is some measure of scientific interest displayed in their questions over and beyond personal needs. But anyone expecting to win their gratitude by delivering an elementary birds-and-bees lecture will likely be disappointed. For whether they are actually well informed or not, our high school students seem to think that already they have heard a great deal of the medical facts.

An expert at the game, Father Lord, S.J., observes that it "is sometimes surprising how little detail they want and how well satisfied they are when the general relationships and principles are given them."<sup>22</sup> For usually your adolescents are not so eager for facts as they are anxious to integrate sex with the rest of life: What is right and wrong? Why? What are we to think of this and that? How can we manage the situation? Such, anyhow, is the trend of their inquiry, whether they are merely checking previous instruction or asking from ignorance and perplexity.

## Toward Peace of Mind

However, to correct those popular errors which increase anxiety, the teacher ought to explain or assign for reading some things about physiology. As indicated in the chart, he should set boys at rest about the normalcy of involuntary venereal movements, specifically mentioning erection and night loss. The line of argument could be summed up in this reassuring fashion:

"Some young fellows think that because they experience these sensations that they are freakish or peculiar and ought to see a doctor. Nonsense. After all, these sensations are only a kind of growing pain which shows that God is blessing them with the marvelous creative power to be a future father, to help fill up earth and heaven with new people. Physically he is turning into a man, a male. Let such a privileged young fellow thank God and resolve always to live up to this new and great responsibility. He simply ignores the growing pains and keeps at his work and play. But the fellow who really ought to see the doctor is the one who gets along in high school and doesn't experience them, nor starts to grow a beard nor has a change of voice. He's the one who needs medical assistance to turn from a healthy boy into a real man."

**EDITOR'S NOTE.** This fifth installment on the pedagogy of chastity is published with the *Nihil Obstat* of Very Rev. John J. Clifford, S.J., of Mundelein Seminary and the *Imprimatur* of His Eminence Samuel Cardinal Stritch, Archbishop of Chicago.

## Timely Precautions

On the score of social disease, kindness at least would move a teacher to mention not only the perils of promiscuity but also the dangers of *innocent* infection from public lavatories, drinking fountains, personal articles, and the like. Ten or 15 minutes seem sufficient to present the case for social hygiene.

But a specific penalty should be held in reserve against educators and preachers who reiterate the dire calamities popularly associated with masturbation. Since through street talk most boys have already heard too much about the tuberculosis or the sterility or the insanity (and dozens of other hideous prospects) allegedly caused by self-abuse, and since even in a group of Catholic lads the law of averages would allow one to assume that most know autoeroticism by experience, and since some have acquired the habit (learned perhaps in ignorance and now fought against with difficulty) the last thing youth's mentor should do is to intensify the pall of fright and dejection hanging over the problem.

## Encouragement Through Truth

If youth's guide will not respect pedagogy, he should at least honor medical fact.

It is the greatest possible mistake to tell youngsters that solitary sin has physical consequences. If there are any ill consequences, they are not the results of the sin but of the mental worry and confusion that usually accompany it. . . . It is wrong and unjust to terrify youngsters with what will not happen.<sup>23</sup>

Recent works on pediatrics agree in saying that aside from worry and sense of guilt, the average and normal youngster sustains no physical or mental damage from self-abuse; that cases of insanity and the like are the cause rather than the effect of the vice; that among adolescents it is ordinarily the result of unhappy social, home, and school adjustments. Without having to turn this discussion into a clinical report, it should be enough to add that such is the opinion of physicians, as represented by the Griffith-Mitchell-Nelson texts,<sup>24</sup> and of psychiatrists, as represented by Kanner.<sup>25</sup>

Let the boys see abuse not as a pledge of

<sup>22</sup>This and all other such numbers refer to Footnotes and References at the end of this article.

lunacy but as a betrayal of a sacred trust. Let them understand that the temptation to this self-induced pleasure is common to young men at a period when their powers of fatherhood are developing;<sup>26</sup> and that in time the inclination will lessen naturally, and will practically vanish if chastity be preserved.

## Modesty Decees Silence

As for sex data pertaining to marriage, the significance of conjugal life is to be treated but never the physiology. Besides that, as Father Connell states, the instruction "in the senior high school . . . though it should not involve intimate details about sexual intercourse, should surely contain an explanation of the ends of marriage, as well as sufficient instruction regarding the sins that violate the holy state of matrimony, such as adultery, contraception, and abortion."<sup>27</sup>

Concerning motherhood, furthermore, Father Connell believes that "before pupils of 16 or 17 years of age, it would not be out of order to speak of pregnancy, of the pains of childbearing."<sup>28</sup>

Such topics are treated in the papal encyclical on Christian marriage, which surely can be given into the hands of boys and girls of 16 or 17; and consequently it would not be reprehensible to mention these topics in the classroom, as a feature of religious education.<sup>29</sup>

## The Proof of Love

Of course there is no reason why the notion of motherhood and fatherhood should be restricted to lessons on the sixth commandment. With considerable success these ideas have been developed in connection with the *fourth commandment*.

When a student realizes that his parents loved him before he was born, before they knew whether he was boy or girl, even before he was conceived, when he sees clearly what his mother went through in prenatal care, in the pangs of birth, in the day-and-night care of lactation, changing diapers, and so on, then he begins to re-examine the basis of his respect, love, obedience. His motives become sharper.

When he realizes, moreover, that *he* could have been the baby left at the doorstep or in the garbage can; when he realizes that *he* could have been one of the million babies cold-bloodedly murdered each year in the U. S. by abortion processes, then he is forced to see what deliberate sacrifices his parents have made.

Permission to use the car, or a weekly allowance, look like puny items alongside the tremendous gift of life which his parents have made him. His very existence, his very chance for heaven is what he owes them—not merely a warm home and meals.

### None But Holy Associations

The December liturgy offers an especially good opportunity to insure the very holiest associations with sex, as well as to review the mysteries involved. Leading questions such as these can open meticulously planned but apparently offhand discussions on the Incarnation and Redemption, which often reveal realities to the class in a way that the unit-by-unit lessons may fail to do:

1. A non-Catholic remarks that "Immaculate Conception" seems a funny name for a parish church. What would you say to him?
2. Who was the woman who conceived the Immaculate Conception?
3. What was the purpose of this Immaculate Conception?
4. What is the difference between this conception and those which Eve would have had if she remained in the Garden of Eden?
5. Why does the Church fix the Annunciation for March 25?
6. Was our Lord conceived like other human beings?
7. Was He an embryo in due time?
8. Was He born like other human beings?
9. How could you prove that He was a male baby with sex organs?
10. What possibly could be His reason for taking on a genuine human nature?

### Beauty of the Feast-Day Approach

Perhaps some teachers would hesitate to bring up questions like these on the grounds that they constitute sex instruction. But as we have seen before, in high school there is not much possibility of sex instruction in the sense that the teacher can open the student's eyes to the facts of life. He is usually a few years too late for that.<sup>30</sup> All he can do is to correct, integrate, and sanctify what they already know.

Nor is there reason to hesitate for fear that the students will be shocked. Such an approach may stimulate—always a blessing in a religion class—but will not shock. A sex movie can shock, a lecture on sex pathology can shock, but not a lesson on our Lady's maternity and our Lord's humanity.

Nor will clear-cut notions spoil our students' piety. True dogma is ever the fountainhead of devotion. It is a fond yet tragic illusion to bottle-feed students long after they have needed solid meat.

And not the least benefit of this wholesome, happy tie-up of sex with religion is the elevation and encouragement it affords students who have been degraded and depressed by the instruction imparted by the world. Catholic teachers enjoy a great advantage; instead of approaching sex from below—flowers, birds, bees, beasts—they come to it from above—Joseph, Mary, Jesus.

### More Mind Than Body

Whereas the teacher says but little about the physiology of sex, there is another aspect which he must emphasize. As Father Lord puts it, "The guide and counselor of youth will, somewhere along the line, either in group conferences or in personal talks, make clear the psychological differences between a man and a woman."<sup>31</sup>

It is taken for granted that adolescents

know enough of the obvious physical differences: the fragile frame, small shoulders, and heavy hips of the woman; the broad shoulders, firm muscles, steady nerves, and external sex organs of the man. Even little tots can appreciate this much, and give the right explanation: "Men don't have babies."

### Woman vs. Man

But how this profound physical difference ties in with the corresponding differences on the less tangible but more important levels of emotion and mind is something that has to be pointed out to our students. Before they leave high school, they should begin to observe how woman is a creature of sentiment and dedication. Her intelligence is bound up with feeling; she lingers over details, lives in the concrete, weighs values in the scale of her heart. She is entirely dedicated to love—love of self if she is a vulgar sort—love of others if she is a good woman, such as a devoted wife and mother in the home, such as a devoted nun in school or hospital. Everything in her bodily and spiritual make-up relates to her natural vocation of motherhood.

Man, on the other hand, is meant to be the father: the generator, ruler, and protector. He reasons more and relies less on emotion. He is the aggressor and regards personal submission as a weakness.

### Difference in Love

The *mutual misunderstanding* common between the sexes is due to his seeing life only from a man's viewpoint, to her seeing it only from a woman's. Especially in the deeply personal matter of love this shortsightedness causes unhappiness and occasions sin.

Man is more inclined toward physical love. Taking the word in its usual meaning, the sex instinct will be said to be more developed in him; on the other hand, woman's affective needs are greater. Where the man wants physical pleasure, the woman wants tokens of affection and the acts of endearment that express it. Misunderstandings arise frequently between husbands and wives for lack of adequate appreciation of this matter. The woman accuses the man of being brutal; he accuses her of being sentimental. The wife suffers from her husband's physical demands; he is irritated at being constantly called upon for proofs of affection which seem to him unnecessary. The normal order, which both must accept, requires that the man bestow upon the woman the marks of affection she needs, in order that she may in turn accord him the physical gratification which he demands.<sup>33</sup>

### Developing Insight

Long before marriage, long before serious courtship, our young people must learn to protect themselves by perceiving this basic relationship. They must see that myriads of charges made in the divorce court can be summed up under the heading of "mutual misunderstanding." They must see that couples much too high-minded, generous, and Christian to run to civil or religious courts can lead a common life unnecessarily grim and unsmiling. They must see that complete married love engages the body, the heart, and the mind, sanctified in its highest form by the sacrament.

Closer to their immediate needs, they should see that the psychology of male and female has a direct bearing on their adolescent associations. "Is it a sin to kiss a girl?" he asks, keenly conscious of the sensual stimulus involved. "Is it a sin to be kissed?" she asks, her eyes closed to nearly all but her need of being wanted, of being loved.

### What Every Boy Should Know

The classroom teacher cannot escape the problem. When urging older boys to associate with Catholic girls only, he has to be ready for this objection: "But Catholic girls are not always better than Protestant ones—and lots of times worse. You ought to see some of them." Whatever objective basis there is in this widespread opinion can probably be traced to the hundreds of Catholic girls, both ignorant and innocent, who coyly lure the boys on without realizing the consequences.

When boys learn that the feminine view of love is usually romantic and much less carnal than theirs, they will then understand why a genuinely decent though uninstructed girl may invite ardent expressions of affection, expressions which for them are a cause of violent temptation. This truth

explains why so many of the boys look upon girls who encourage such intimacies as degraded. Actually, in many of the cases the girl has no base intention at all, but the boy interprets her love responses in view of his own feelings and hence regards her as low minded.<sup>34</sup>

### Nature's Gentlewoman

Whether she realizes it or not, nature assigns to the girl the leading role in preserving the happiness and holiness of boy-girl relationships. With her feminine intuition and her early maturity and poise, she easily sets the social pace on dates. In like manner, the moral tone of their association depends much on her. As female and as virgin, she is doubly immune from quick-surfing lust.

Hence if the date is right and good, she is greatly responsible for having played her part as visible guardian angel. Likewise, if he has to go to confession the morning after, she can scarcely be blameless.

And if late some night she returns home no longer a foolish virgin but a shamed woman, she ought not complain that she did not know. Because in such instances, while she likely did not permit liberties through passion, she did give the signal for love-play through her desire for affection; and it was up to her to know how the boy would interpret her submission and take advantage of the first steps to the marriage act. It was up to her to know that "every normal young man accepts a girl at her own evaluation."<sup>35</sup>

### Law of Cause and Effect

When a young man and young woman turn to sin, who is more to blame? It is most difficult to portion out degrees of guilt, but in the words of Father Vincent McCorry, S.J., this much is certain:

First, when such allurements to sin is offered, it is offered invariably because the boy has somehow gained the impression that this girl

may accept an invitation to evil. Secondly, as soon as the temptation is advanced, it is promptly retracted when the girl's reaction indicates that so it must be.<sup>36</sup>

As part of their education, both the boy and the girl ought to learn, before they make mistakes, that

love, on its physical side, is a process; that is, it is not an act, but a series of acts. The end of the process is the culmination of complete physical union. The beginning of the process is the kiss, for the kiss is not only love's sign, but its sweet and solemn prelude.<sup>37</sup>

An eminent Catholic physician puts it thus:

The first stage of intercourse is lovemaking. It will consist of all those tender and gentle acts that both can think of and discover to show affection and give delight of mind and body: kissing, caressing, fondling, stroking, and other countless marks of endearment.<sup>38</sup>

Young people should know that in love as in the rest of life, he who wills the cause wills the effect. He who plays with fire will inevitably be scorched.

### Preparing for Matrimony

The best text on masculine and feminine psychology available for class use is Lesson 5 of *This Is a Great Sacrament*, put out by the Oblate Fathers at Ottawa University.<sup>39</sup> While this loose-leaf book is really a full-fledged marriage-preparation course of 15 lessons, to be studied either *via* mail or else together by advanced discussion groups, the first five lessons are supplied to high schools at 75 cents per set, along with a teacher's outline designed for eight weeks of classwork.

It should be added that in direct and practical manner the complete course brings within the compass of some 280 pages a great store of wisdom drawn from many sources. Highly recommended, and officially adopted by several American dioceses, it might well be considered the minimum preparation for lay religious teaching in high school. Just as priests use it to prepare sermons and instructions, so teachers will find it a fund of concrete teaching ideas.

This course is one of the postgraduate instructions which the teacher should point out to the students. He recommends it particularly to those who have no opportunity to attend Pre-Cana conferences.

## II. THE PHILOSOPHY OF SEX

Never was a true interpretation of sex more imperative than it is today. Through the movies, radio, and printed matter, through the lives of people all around them, even sometimes through the home and the school, our Catholic boys and girls are faced with every sort of false view, chiefly those which could conveniently be distinguished under the headings (1) naturalism and (2) extreme dualism.

**Naturalism.** A mark of our time is the more or less conscious, more or less militant campaign for free love. It preaches the pride and sensuality of self-determination in sex, with or without romantic and Freudian overtones. Hence, as godless but logical conclusion, we have the vaunted need of and right to six-

week divorce, drugstore birth control, "heavy" petting, casual fornication, adultery among friends, sanitary abortion. "We'll enjoy our marriage for a few years before we settle down to children." "You got to let loose once in a while or you'll get neurosis." "That is all right so long as you love each other." "Don't be so mid-Victorian." "We have to live our own lives." "You're young but once."

### Denial of God's Rights

Such are the sentiments of the new paganism. "To begin at the very source of these evils," says Pius XI, "their basic principle lies in this, that matrimony is repeatedly declared to be not instituted by the Author of nature nor raised by Christ the Lord to the dignity of a true sacrament, but invented by man."

Now while Catholic-trained students are susceptible to the benevolent and less obvious appeals of naturalism, yet they do not ordinarily offend against marriage by acting on false principles absorbed in good faith. Because, as Pius XI again pointed out, "it is clear that, particularly in young people, evil practices are the effect not so much of ignorance of intellect as of weakness of a will exposed to dangerous occasions, and unsupported by the means of grace."<sup>41</sup>

### Wolf in Sheep's Clothing

The situation, however, is different with another type of false idea not only accepted in good faith but embraced as the stricter doctrine. This family of errors is not necessarily opposed to right purpose and rigid morality; in fact, it is easily mistaken for a noble-minded, orthodox code. It is actually an irrational set of notions amounting to puritanism and jansenism and generally the result of perplexed ignorance, defective training and traditions.

Characteristic of this group are these opinions, usually not phrased explicitly but only implied: "Sex is indecent." "You're not really pure unless you're a virgin." "You might as well marry if you're not good enough to be a priest or a nun." "Marriage is a compromised chastity." "Marriage is a necessary, even

imperative, but nonetheless disgusting animal-like activity."

### Bad Beginning, Bad End

True enough, these could be the sentiments of worn-out, disillusioned votaries of Venus expressing an animalism in reverse, a sour-grape philosophy cursing no love as less troublesome than abused, diseased love.

But these are certainly the sentiments widespread among many good-living and well-meaning Catholics, who pass their low view on to their children — as though youngsters of each new generation were to be dissuaded from sin by making sex seem hideous and filthy in itself.

An extraordinary case serves to illustrate the point. Three years ago police finally caught up with a Catholic student attending University of Chicago. He had committed more than 500 thefts motivated by juvenile fetishism, three of his forays being marked by sensational murders of females. Psychiatric examination revealed, among other things, that he had grown up with a morbidly puritanical attitude inculcated by lessons such as this:

At eleven little William Heirans was so upset by the sight of sex antics in a group of boys that he reported the incident at home. His mother . . . "a strict Catholic," gave the boy his entire sex education in one sentence: "All sex is dirty; if you touch anyone, you get a disease."<sup>42</sup>

### A Spiritual Blight

That thousands of boys similarly indoctrinated have not turned out to be headline psychopaths is partly due to the fact that "grave mental disorder probably requires other constitutional predispositions."<sup>43</sup> But as Father Leicester King, S.J., the psychologist, assures us, there are various less sensational reactions to wrongheaded views of sex.

1. A "faulty attitude to sex . . . tends to mental dissociation" — disorders ranging "from the all too common chronic anxiety neurosis to the gravest forms of mental breakdown."

2. One who has not brought "the question of sex into rational relationship with the rest of his psychic life is often an easy prey to emergency situations and seductions."

3. "Since mind has not learned to deal rationally with these matters, they are handled irrationally. This often results in the development of an exaggerated strictness and puritanism. . . . In such cases . . . the individual assumes a load of obligation which neither the physical, psychological, nor spiritual nature of man is adapted to bear."

4. Having been brought to an impasse, "the individual may throw off all checks and plunge into an orgy of indulgence."

5. Or else he may "take up the imperfect attitude dictated by the modern materialistic environment."

6. As a carry-over, "unhappiness and grave difficulties in marriage, leading in some cases to separation or divorce, and in other cases to seriously impaired health, may be caused by a faulty attitude to, or ignorance regarding, sex matters."

7. Inevitably, "a faulty attitude . . . on the part of the parents is very likely to be transmitted to the offspring. Psychiatrists are only too familiar with cases of pathological inhibition, phobias, fears, anxieties, delinquency, and character deviations of all descriptions. . . . The importance of this prolific cause of psychological trouble and breakdown can hardly be exaggerated."<sup>44</sup>



— G. C. Harmon

### Inaccurate Teaching

The best that can be said of wrong attitudes is that they cause a great loss of time and generosity. Idealistic youths who should be progressing in the holy virtue are bogged down with indecision and doubt. And the home, unfortunately, is not the only scene of lost opportunity. Father Felix Kirsch, O.F.M.Cap., points also to the school:

Some teachers have at times taught misleading doctrines. There is, for instance, the doctrine that certain parts of the human body are "bad." This wrong view may develop a false conscience and occasion what the child believes to be a mortal sin, whereas the action in question is no sin at all.<sup>45</sup>

In such cases the school simply perpetuates any misdirection from the home instead of checking it.

If the child has from his earliest years been trained to associate all sex life with what is vile, he will find it extremely difficult ever to rise to an ideal conception of marriage. It is this vulgar view of all sex life that may be considered one of the main reasons why so many parents find it impossible to give the essential sex instruction.<sup>46</sup>

### Controlling the Blight

Unless the evil be stopped somewhere, the very root of marriage will continue to be unappreciated; and writers on the subject will continue to lament "the widespread reluctance of either one or both of the partners to lead a normal sex life, on the ground that sex activity is, to say the least, degrading."<sup>47</sup> The "frigid" wife will continue to be the standard example of the harm done: the victim of faulty mental and emotional habits built up during her early years, when she accepted her creative powers not as a sacred trust to be preserved faithfully in joy and honor for marriage or holy virginity but as a base, vulgar instinct to fear and abhor.

We must therefore insist that in Catholic schools the whole subject of sex be treated always from God's point of view. Unless this be done, our young people will never get the correct idea of the human body, or of procreation, or of marriage in general.<sup>48</sup>

### Diagnosing the Class

After studying two thousand boys, Dr. Fleege estimated that "three fourths of our adolescents do not give evidence of possessing the correct attitude toward sex."<sup>49</sup> This statistic should warn the teacher what to look for in his class. He should not be surprised to find that, unless they were specially instructed, most students answer questions such as these inaccurately:

1. When you are told to be pure and chaste, exactly what is meant?
2. How can married persons have a baby if they are also supposed to be pure and chaste?
3. What seems to be God's purpose in commanding us to be pure?
4. What is a good Catholic boy supposed to think of his sex instinct?

When the philosophy of sex is clear to a young person, then the physiology and psychology, the do's and don'ts, the means and motives all fit into place and take on a depth of meaning. The purpose of it all is compelling. God does not seem a joy killer, personal problems fall into proper perspective. Rightly has Dr. Fleege observed that in high school,

chastity instruction is "not so much a matter of presenting the facts of sex as of giving our young people the proper view of the subject."<sup>50</sup>

How this philosophy might be presented shall be discussed in the second half of this article.

### FOOTNOTES AND REFERENCES

<sup>22</sup>*Op. cit.*, p. 124. It is significant that Maurice A. Bigelow, a moderate but one of the most prominent champions of sex education, believes that "ten or twenty minutes ought to be enough time for stating the important facts" concerning the biology of sex. "One printed page could state them clearly." *Sex Education*, American Social Hygiene Association, New York, 1936, p. 149.

<sup>23</sup>Father Lord, S.J., *op. cit.*, p. 127.

<sup>24</sup>In the third edition of their *Textbook of Pediatrics* (Philadelphia: Saunders, 1941), J. P. Crozer Griffith, M.D., Ph.D., and A. Groome Mitchell, M.D., have this to say on the topic: "It is only when a marked neurotic disposition is a predisposing cause of this common habit that it becomes a matter of serious consequence" (p. 742). Again, after listing depression, nervousness, headache, and the like, they state that "it seems more probable that, in the majority of instances, these are manifestations of the neurotic state upon which the habit itself may depend. Feeble-mindedness or other psychic disturbances, for instance, is usually the cause of masturbation rather than its sequel, and the same is true of hysteria, epilepsy, nymphomania, insanity, sexual perversion, and the like. Nevertheless, frequent masturbation may have an exhausting effect upon the nervous system, and furthermore the consciousness of concealed wrong-doing is emotionally disturbing" (p. 743). They recommend the same sort of therapy advised in Catholic morals manuals—instruction, motivation, exercise, avoidance of erotic reading and movies, encouragement.

In the fourth edition of this *Textbook of Pediatrics* (edited by Waldo Nelson, M.D., in 1945), Dr. James S. Plant contributes the section on "Neurotic Habits." He restates much of what was done by Griffith and Mitchell but he emphasizes understanding, lest the youngster be frightened into secretive abuse. In early stages, when the subject is six years and under, "masturbation can be controlled only when the family really accepts the physician's reassurance that no harm will eventuate, and then only as he convinces them that the child cannot give up the habit until the family ceases to make it the center of their interests." For boys six to twelve years of age, masturbation—"like smoking or wearing long trousers—is often a symbol to the child that he does things older people do. . . . There is no evidence that harm results, unless the parents or physician have succeeded in loading the habit with so much sin and guilt that the child develops an unbearable feeling of inferiority." The problem becomes more serious with the adolescent, the boy twelve years and up. There is intense satisfaction from orgasm. "Thus masturbation offers a constant invitation to those who are failing in any of the social or scholastic fields. It is especially important that during this period the child have adequate and satisfying outlets in socially acceptable channels." To the victim of the habit "there should be frank admission that there are no known bad physical effects but that it is difficult to escape disturbing feelings of guilt and unworthiness from the practice" (These quotations from Dr. Plant, page 1018).

<sup>25</sup>Leo Kanner, M.D., *Child Psychiatry*, Thomas, Springfield (Ill.) second edition, 1948. "Masturbation at puberty and in early adolescence occurs in such high proportions that for practical purposes it can be

considered as a usual phenomenon. It cannot be said to lead *per se* to mental or physical illness" (p. 562). Note especially: "Current misconceptions about masturbation must be eliminated, not only from the minds of patients but also of teachers, nurses, social workers, and physicians" (p. 565). Kanner also contributed Chapter 13, Vol. IV, of *Brennemann's Practice of Pediatrics*, 1940 edition.

<sup>26</sup>M. W. Peck and F. L. Wells went so far as to state: "The absence of adolescent masturbation is clearly an abnormal feature" ("Psycho-Sexuality of College Graduate Men," *Mental Hygiene*, 1923, Vol. 7, p. 703). One can find any number of Catholic physicians who would never be deceived into making such an assertion, but who believe, nonetheless, that at some time or other, for long periods or short, innocently or otherwise, most boys engage in self-abuse. It is necessary that teachers be aware of such facts, though of course they mention to the boys not the commonness of the vice but only the commonness of the temptation.

<sup>27</sup>*Op. cit.*, p. 446.

<sup>28</sup>"Teaching the Sixth Commandment and the Doctrine of Matrimony," *CATHOLIC SCHOOL JOURNAL*, April, 1946, p. 135.

<sup>29</sup>*Ibid.*, p. 135.

<sup>30</sup>Lest he be providing sex instruction in public, Father O'Neill, O.Carm., was careful to find out what his freshmen boys knew of the topic before he began lessons meant for the initiated. By means of introductory questions (given in his thesis, *op. cit.*, pp. 5, 6) he found sufficient familiarity with sex. In fact, according to the tabulated results of a questionnaire given to four classes, not one single lad was unacquainted with masturbation, fornication, or the origin of babies (p. 7). Father concluded that "the young man coming to the ordinary high school has received general information concerning the sex phenomena" even if he has no clear idea of the meaning and morality involved (p. 13). Furthermore, Father believed that no matter how well protected, this freshman "has been confronted to greater or lesser degree with problems of personal purity for some one, two, or even more years" (p. 15).

<sup>31</sup>*Op. cit.*, p. 130.

<sup>32</sup>Pope Pius has spoken beautifully of woman's vocation in an address to Catholic Women's Associations: "Now, a woman's function, a woman's way, a woman's natural bent, is motherhood. Every woman is called to be a mother, mother in the physical sense, or mother in a sense more spiritual and more exalted yet real, none the less. To this end the Creator has fashioned the whole of woman's nature; not only her organism, but also and still more her spirit, and most of all her exquisite sensibility." (CF: the Catholic Truth Society pamphlet, *Women's Duties in Social and Political Life*, page 8).

This noble mission of womanhood is also nicely phrased by an eminent scientist: "The differences existing between man and woman do not come from the particular form of the sexual organs, the presence of the uterus, from gestation, or from the mode of education. They are of a more fundamental nature. They are caused by the very structure of the tissues and by the impregnation of the entire organism with specific chemical substances secreted by the ovary. . . . In reality, woman differs profoundly from man. Every one of the cells of her body bears the mark of her sex." Dr. Alexis Carrel, *Man, the Unknown* (New York: Harper, 1935), p. 89.

<sup>33</sup>Abbe Jacques Leclercq, *Marriage and the Family*, translated by Father Thomas Hanley, O.S.B. (New York: Pustet, 1941), p. 123.

<sup>34</sup>Dr. Urban Fleege, *Self-Revelation of the Adolescent Boy* (Milwaukee: Bruce, 1945), p. 292.

<sup>35</sup>Father Vincent McCorry, S.J., *Those Terrible Teens* (New York: McMullen, 1947), p. 158.

<sup>36</sup>*Ibid.*, p. 159.

<sup>37</sup>*Ibid.*, pp. 170, 171.

<sup>38</sup>Dr. Dornheggen, "Happiness in Marriage," p. 45. For about three dollars teachers can secure the whole course, including the printed questions and answers for each lesson: Address: The Catholic Centre, University of Ottawa, 1 Stewart Street, Ottawa, Canada. Since so many married couples have applied for this preparatory course, a postnuptial course is being written, *Fundamentals of Marriage*.

<sup>39</sup>*Five Great Encyclicals*, p. 91.

<sup>40</sup>Quoted from the Encyclical on Christian Education, *ibid.*, p. 56.

<sup>41</sup>*Newsweek*, January 27, 1947, p. 54. Heirens later declared that "he confessed fetishism to the priest but never murder." This latter crime he blamed on his other self, George Murman.

<sup>42</sup>*Sex Enlightenment and The Catholic*, Burns, Oates & Washbourne, 1944, p. 20.

<sup>43</sup>*Ibid.*, pp. 20, 21.

<sup>44</sup>"Teaching the Sixth Commandment," *Journal of Religious Instruction*, Vol. 7, 1937, p. 698.

<sup>45</sup>*Ibid.*, p. 709.

<sup>46</sup>Father Earnest Messenger, *Two in One Flesh* (Westminster: Newman Bookshop, 1949), Vol. I, p. 11.

<sup>47</sup>Kirsch, *op. cit.*, p. 710.

<sup>48</sup>Fleege, *op. cit.*, p. 286.

<sup>49</sup>*Ibid.*, p. 276.



— G. C. Harmon

# Practical Aids for the Teacher

## Christ-Centered Teaching of Science and Mathematics

Louis A. LeMieux, M.S.\*

CHRIST-CENTERED teaching of science and mathematics requires two kinds of preparation, the remote and the immediate. The remote preparation is simply that kind which makes a good scientist or mathematician. Father Lord was talking of this kind of preparation to our Catholic youth last year when he said that any boy or girl who can get an "A" but does only "B" or "C" work betrays—he is guilty of treason, because there is where the remote preparation for our vocation is made. (And of course our vocation, regardless of whether we cultivate fields or cultivate young minds, is a call to sanctity; a call which we answered at the time of our baptism.) We must include in the category of remote preparation the keeping up with progress in our own field.

Immediate preparation is that which we make daily. If our teaching is to be Christ-centered it must start with Christ in our daily Mass and Communion. It seems pretty obvious that contingent beings cannot give what they have not received. If we are to lead our boys and girls to see Christ in material creation (as well as in their neighbors) we must go to Christ Himself as a source. There is no doubt that as scientists we are in a wonderful position to see the reflection of God's perfections in the very subject matter we teach. We know that we stand somewhere in the midst of a creation so vast that the light of galaxies reaches us only after a hundred million years. It all suggests infinity to our poor finite minds. We stand here in the midst of this vastness and yet the perfection of the infinitesimal is such that this same light is too coarse to resolve the details of an atom. Therefore we look in vain through our microscopes for this perfection of detail. From where we stand we can say with the priest at the altar:

"We praise Thee, We bless Thee,  
We adore Thee, We glorify Thee,  
We give thanks to Thee for Thy  
great glory."

After receiving Christ as our food and after a short period of mental communion we are called back to earth and all creation, the subject matter of science. It is the Last Gospel that I quote: "In the beginning was the Word, and the Word was with God, and the Word was God. . . . All things were made by Him, and without Him was made nothing that was made. . . . And the Word was Made Flesh and dwelt among us." The slightest meditation

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on this Gospel forces us to conclude that our universe cannot be other than Christ-centered. We as teachers of science and mathematics should have little trouble making it so in our teaching. After all, the subject matter of our science was created by the Word, the same Word that was made man. And to see Christ in creation is to see the real creation; it is to see what is really there. That, of course, is an enormous advantage to teachers of science, and to scientists in general. It is reasonable to believe that only by virtue of their correspondence to reality (the resemblance to His essence), can our scientific findings and teachings survive. Unfortunately this has not always been in practice our point of view. Though science itself is *spiritual*, being the product of the human mind working on things, we have capitulated more and more to its materialized products and in that way, though our science has done much good, we have (many of us) become time servers and have encouraged men and society to go bourgeois. Science has had the effect of helping us to be comfortable, to plume ourselves, and to settle down into what Maritain in *True Humanism* calls a "materialized spirituality." That result was undoubtedly our own fault; but perhaps we can still do something about it.

### Science and Faith

Much of modern science has been developed by men who make a complete separation of their work in science and whatever theology or religion they may have. Of course, in this day of secularism, almost everything else is divorced from Christ. Christ has no place in business, politics, public education, law, medicine, and even in many so-called Christian religions. It is too bad that most of the recent atomic research, for instance, is credited to atheists and men with little or no appreciation of moral responsibility. The statement has been made that Catholics are not leaders in the field of science. It may be true but I believe it is not because the tenets of the Catholic Church are opposed to work in science. Naturally we can save our souls without doing scientific research, and that is the work of the Church, to save souls.

Our science and mathematics should be handmaids to religion; enriching and clarifying those religious concepts already gained through faith and revelation. It should be a matter of congratulation that science in its simplest and most advanced forms can be said to be pointing heavenward.

Not long ago, in a chemistry class we were discussing the marvelous structure of the atom; the comparative distances between the

electrons and the nucleus and the similarity to our solar system. I remarked that as staggering as the immensity of outer space is to the human mind, the marvels of the infinitesimal are every bit as overwhelming; and the God who created and sustains such a universe must have knowledge and power without limit. At this point one of my students asked, "Why then are not all scientists good Catholics?" My answer was that while these marvels reflect the infinite wisdom and the absolute power of God in an analogical manner, they do so most effectively for those who already have faith. Skeptics are not satisfied with anything that is not demonstrative. Perhaps there is nothing in all of creation that can convince man of the existence of God and reveal His attributes as certainly as we are certain that two and two make four. It must be that God loves Faith. He required faith in those for whom He performed miracles while on earth, and He still leaves some space for faith in all the marvelous revelations of His attributes throughout creation.

The Vatican Council sets us right in this matter in the following words: "The same holy Mother Church holds and teaches that God, the beginning and end of all things, may be known with certainty from created things by the natural light of human reason; for the invisible things of Him, from the creation of the world, are clearly seen, being understood by the things that are made: that nevertheless, it has pleased His goodness and wisdom by another and supernatural way to reveal Himself and the eternal decrees of His will to the human race, according to the Apostle's words: 'God, who at sundry times and in divers manners, spoke in times past to the fathers by the prophets, last of all, in these days hath spoken to us by His Son, whom he hath appointed heir of all things, by whom also He made the world.'" We are entitled to ask of everyone who professes to teach truth about the cosmos, "What think you of Christ?" If He is the Word and all things were made by Him, then He is Truth Incarnate. All mathematical and scientific truth are but a mirror reflecting in an imperfect way the infinite attributes of their Lord. We not only should join our voices with the priest in the prayers after Mass as he recites the "Canticum of the Three Young Men," calling on the sun and moon, the stars of heaven, fire and heat, ice and snow, light and darkness, mountains and hills, beasts and cattle, and all the things that spring up in the earth, to bless the Lord; but we should call on the sons of men (who are in our classes) to sing with us:

"O ye positive and negative numbers, bless the Lord.

O ye logarithms and trigonometric functions, bless the Lord.

O ye dynamic equilibria, and all ye reactions that go to an end, bless the Lord.

O ye photosynthesis and respiration bless the Lord.

All ye chloroplasts and chromosomes  
bless the Lord.

Let  $E = mc^2$  praise our Almighty Creator.

Let us bless the Father, and the Son, with  
the Holy Ghost;

Let us praise, and exalt Him above all  
forever."

### The Praise by Inanimate Creation

Before terminating this introduction I want to pause and consider the compulsion with which inanimate and merely sensitive creation must glorify God. The plants and animals we study, as well as inorganic nature, have no other choice. There is a tremendous area of darkness upon which neither revelation nor research has shed much light. Yet all of God's creation will glorify Him unceasingly till the end of time regardless of our efforts to know. To gain salvation we must not only serve like the inanimate and merely sensitive creatures but we who can make a choice must serve with all the faculties of our souls. We must not only feel, but we must *know* and *will*, and our will must conform to the providence of God. Knowing and willing are strongly influenced by science. Religion has a stake in science, science and morality have an important relationship, truths established by scientific research will most certainly fortify our faith in revealed truths. We who can choose should consider it our privilege and duty to lift a part of the veil of His works to reveal (where we can) the great glory which lies behind these material forms.

### Marvelous Adaptation

In the high school classroom it is perfectly natural to become teleological whenever outstanding examples come up for discussion. These will appear in the adaptation of various means to a particular end or they will be found in the unity of plan according to which the whole of nature has been constructed. There is probably no form of matter in which, even with our imperfect knowledge, a combination of means conspiring to some *good end* cannot be traced; but especially is this true in the properties of those substances most intimately associated with man, and on which his existence and well-being depend. The most fundamental considerations of our general science and biology, the simplest substances of chemistry, and the most elementary laws of physics are most vocal with His praise. We need only consider the contingent existence of the things of science to conclude that everything which begins to exist, or does not exist of necessity, must have a cause in a being who exists because He must exist. If He must exist He could have had no beginning and can have no end. He must be eternal. Of if we observe how our own affairs end in confusion unless guided by a well-thought-out plan and then look about us at the marvelous order and unity of plan in the universe we are forced to conclude that such a combination of means conspiring to particular ends implies intelligence. We like these words of Sir Edmund Whittaker: "When we reflect on

the unity of the cosmos, its coherence and interconnectedness, the adaptation and coordination of its parts, we are led to consider that it exists for some intelligible end. In a world that was not the expression of intelligence, science could never have come into being."

### A Lesson From Water

One of the substances that I always discuss from this standpoint is water. Water is one of the most common substances on the face of the earth. It is necessary for every form of organic life, plays an important part in the formation of mineral deposits, and in the tearing down or erosion of the face of the earth, and is seemingly endowed with more exceptional properties for the accomplishment of special purposes than any other substance. It contracts like other liquids when cooled until it reaches 4 degrees C.; then it expands until the freezing point is reached and expands again as it freezes resulting in a solid which is about .9 as heavy as the liquid form of the same substance. Water has a greater capacity for heat than most substances, having many times the specific heat of most metals. When changing to a vapor, water absorbs more heat than almost any other liquid. As a vapor it is only about two thirds as heavy as air. The heat of fusion is greater than that of most other substances. Its solubility of gases, liquids, and solids makes it the most general and useful of solvents. Its low degree of ionization and its ability to promote the dissociation of electrovalent compounds has long bound us to a water system of chemistry. Time does not permit a complete list of either the properties of water nor its special adaptations, but I shall merely remind you of some of the latter.

I usually ask a class if dry air is heavier or lighter than wet air. The student will usually guess that wet air is heavier. It then becomes necessary for him to explain how water rises in the air to form clouds at higher altitudes; and all the phenomena of air currents, various kinds of cloud formation, formation of dew, rain, snow, hail, etc. . . and the circulation of water over the face of the earth follow in the discussion. The effect of the high specific heat is pointed out in the hot water system of heating homes and its effect on the climate of countries such as Alaska, England, the Scandinavian countries, and, of course, the western shore of Michigan across the lake. The remarkable providence in the way water gets lighter as it freezes leaving a protective insulating coat of ice on the surface of lakes and ponds where it does not interfere with marine life, and where it can be melted during the warm season, brings up many interesting considerations. How different would be our navigational problems if ice sank and bodies of water became bodies of ice! How different our agriculture would be if only a few inches of soil could be thawed out in time for planting! Think how providential are the special properties of snow which render it such an excellent insulating material keeping heat in the earth during the

winter! Why is water a liquid at ordinary temperatures and yet it can so easily be frozen, or changed to a vapor, or changed to steam? We regard, with some pride, the invention of man by which our buildings are heated with steam; and we seldom stop to consider the high specific heat placed there by the Creator that makes it so efficient.

Of all the materials of our world, water bears most conspicuously the stamp of the Great Designer. It is an easy matter to "give credit where credit is due." A word expressing our own wonder at the providence of the Creator helps focus attention on the living God, rather than on the dead matter.

Each of us will find his own favorite topic to spiritualize in this manner, be it the special adaptations in the gases of the atmosphere, the carbon-oxygen cycle in photosynthesis and respiration, the nitrogen cycle, etc.

### The Five Ways of St. Thomas

Perhaps more important than any single case of special adaptation to special ends is the general effect that the development of science has had on the Five Ways of St. Thomas. This whole subject is very well handled in a book by Sir Edmund Whittaker entitled *Space and Spirit*. This book was published in 1948 and was condensed in *The Catholic Digest* in the November issue of the same year.

The author reviews the Five Proofs of the existence of God: from motion to a first mover, from causality to the ultimate cause, from contingent being to the necessary being, from grades of perfection to the perfect being, and the proof from order. He points out how these supplement one another by presenting God in different aspects. Thus the conception of Him derived from order taken alone is not incompatible with pantheism; it needs the third proof (that He is self-existent and necessary) and the fourth proof that He is the perfect being. Whittaker shows how much modern science fits in with St. Thomas' chain of causes. One example is found in the theory of the expanding universe. The universe we are told is expanding so that the distance between any two galaxies is doubled each 1300 million years. If we reverse the process we find that the galaxies must have been all crowded together in a comparatively small region at some time about 100 billion years ago. This is only one of the ways in which recent researches have led to the conclusion that the universe cannot have existed for an infinite time in the past; there must have been a beginning of the present cosmic order, a creation as we may call it, and we can calculate approximately when it happened. The same conclusion can be reached from the rate at which energy is being expended from the stars into space. It may be that absolute time will some day enter into some laws of nature just as absolute temperature does today. This insertion of a creation into the scientific picture of the cosmos would undoubtedly have been considered of immense importance by St. Thomas as it must to all of us. St. Thomas held that the belief of

Christians in a creation was based on revelation, and could not be established independently by the means of rational science. He had to face the difficulty of proving that the chain of causality could not have an infinite regress, but must have a terminus. This difficulty now disappears automatically, since the chain cannot, in any case, be prolonged backward beyond the Creation.

### Fruits of Our Observation

We recognize, even more fully than our ancestors, that there is order, system, adjustment, and fitness in the nature of things and in their relations to other things; the eye, for instance is highly organized and is adapted for seeing; the blood, the heart, the kidneys, and other organs are highly organized and adapted for their work. So far as order is concerned, our knowledge is vastly greater than it was in the thirteenth century. We have attained the concept of a mathematical structure embracing the entire universe. The world is a system for which predictions can be made; a cosmos, not a chaos. Facts revealed by experience have a character of rationality: mathematics, abstract thought, has the power of solving concrete problems of physics. Science has shifted the emphasis from the causes to the ends of creation. Inanimate objects behave as if they were striving to accomplish some purpose.

Mathematical law is a concept of the mind, and from the existence of mathematical law it is not unreasonable to infer that there is a mind, like our minds, in or behind material nature. The order which exists is meant to exist. We make this inference on exactly the same grounds as we infer the possession of minds and intentions by other human beings about us.

Sir James Jeans thinks that the "universe can be best pictured, though still very imperfectly and inadequately, as consisting of pure thought, the thought of what, for want of a better word, we must describe as a mathematical thinker."

The fact (unknown to St. Thomas) that the same mathematical laws are valid over the entire cosmos, implies that there is only a single mind involved in the whole creation. The fact that the universe could not have existed for an infinite time in the past and cannot for physical reasons continue indefinitely in the future makes pantheism incredible. God must be as much outside of His creation as the artist is outside his canvas.

Today St. Thomas would undoubtedly be an ardent student of science and mathematics. His Five Proofs would be the more powerful. But he served his age very well, and continues to serve ours too. The danger of our time is not so much a philosophical skepticism as a practical materialism. Men are not so much in danger of arguing themselves into unbelief as they are of looking too long and hard at the things of science and becoming so shortsighted that a teleological view is no longer possible. Our teaching must be Christ-centered to offset this secularism of our day. If we can show that the spiritual is nowhere more mani-

fest than in the science we teach we will ennoble and sanctify the culture of our age, and our generation will be saved.

Before closing I would like to read one short quotation from a seventeenth-century French writer whose name I could not find: "God in the heavens is more my heaven than the heavens themselves; in the sun He is more my light than the sun; in the air He is more my air than the air that I breathe sensibly. . . . He works in me all that I am, all that I see, all that I do or can do, as most intimate, most present, and most immanent

in me, as the super-essential Author and Principle of my works, without whom we should melt away and disappear from ourselves and from our own activities."

And so we thank almighty God for His great glory, and we thank Him especially for the *Word* who created us, and *redeemed* us, and in whose Mystical Body we seek to be members, that we may also become temples of the Holy Ghost who will enlighten us and guide us in our teaching so that our students may also know, and will, and choose, and glorify their Creator.

## Vitalizing Latin

Sister M. Raphael, O.P.\*

Perhaps the presence of Latin in the secondary school curriculum is being challenged not because of the objectives Latin teachers have set up for the study of the language, but because of the methods and contents selected for use. "We can vivify and vitalize the study of Latin for a pupil so that in terms of the realities of his experiences it becomes meaningful to him."<sup>1</sup> We can get rid of nineteenth-century attitudes, if perchance, they still exist among us.

"Both method and content of the Latin course, however, should be determined by objectives."<sup>2</sup> Some commonly accepted objectives for the study of Latin are:

1. Immediate objectives, linguistic: (a) The ability to pronounce, read, write, translate, and speak Latin. (b) The development of the functional concepts of grammar.

2. Concomitant values: (a) The development of a working vocabulary—clusters of English meanings around a particular Latin Word. (b) Recognition and use of English derivatives, Latin mottoes, phrases, abbreviations. (c) Appreciation of Roman life and culture with emphasis on the relationships between the problems of the ancient civilization and those of the modern world.

These, then, are some of our aims. Stephen Corey calls them desired behavior changes.<sup>3</sup> They are the respects in which we want our students to be different after they have been taught in our classes.

Our next instructional problem, encountered by teachers of any "subject," is to provide motivation to make boys and girls want to change in the ways teachers hope they will. Following that, we must select and suggest or "assign" to our pupils the learning experiences

which we believe will change the pupils in desirable ways. And finally, in order to determine whether or not we have succeeded in what we set out to do, we test.

The magazine *Auxilium Latinum* assists in the solution of the four major instructional problems: objectives, motivation, learning experiences, and evaluation. I do not mean to say that the use of the magazine will solve all difficulties in the teaching of Latin. It is written for the most part in Latin, is designed as a supplementary instructional tool for use with students with one or more years of preparation in Latin.

The magazine is rich in materials which provide learning experiences and motivation to help the student achieve the linguistic aims already enumerated. The periodical appearance and introduction of printed and graded matter in a Latin course (incidentally an aid to a busy teacher) with the resulting departure from the classroom texts, is, in itself, a means of arousing pupil interest not to be overlooked. Articles such as *Highlights in News*, *Biographical Sketches of Famous Americans*, *Radio and Movie Personalities*, seasonal stories, accounts about well-known songs and hymns are timely and interesting to the students, present a pattern of connected ideas—not merely inane repetition of forms and vocabulary, and are within the ideational range of the reader. Copious translation aids in the footnotes can be used if numbered parts of the text prove too difficult.

These articles can be used in a variety of ways, primarily with the attention on meaning, not ideally as linguistic exercises in vocabulary, pronunciation, translation, and syntax. The study of language is thus approached from the viewpoint of its primary function—expression of thought. "Language was never intended to be used for the purpose of an autopsy."<sup>4</sup>

The following specific methods of using these articles with a class in Latin will prove beneficial. Speed and facility in sight trans-

\*Our Lady of the Elms Convent, Akron 3, Ohio. An address at the Ohio Classical Conference held in Canton, Ohio, October 28, 1949.

<sup>1</sup>Lenore Geweke, "Planning for Post-War High School Latin—Human Integration," *Classical Journal*, Nov., 1946, p. 95.

<sup>2</sup>B. L. Ullman, "Planning for Post-War High School Latin—Evaluating the Contents," *Classical Journal*, Oct., 1946, p. 10.

<sup>3</sup>Stephen Corey, "Language Students Learn What They Practice," *Classical Journal*, Nov., 1948, p. 102.

<sup>4</sup>A. G. Bovee, "Present Day Trends in Modern Language Teaching," *Modern Language Journal*, May, 1949, p. 91.

lation, where translation is desirable, can be practiced during the class period. Translation from Latin to English, however, Emile B. de Sauzé, director of the Cleveland Plan of teaching foreign languages, considers a hopelessly dull process.<sup>5</sup> He suggests that the skillful teacher, anxious to save valuable time and to excite the interest of the class, will find judicious questioning in Latin and English, résumés in Latin and English, and dramatizations a far more efficient, far less wasteful device.

Typed questions in Latin on a given selection can be assigned for homework. On the following day, two or three pupils or the teacher can read the selection aloud, with care to phrase properly the word groups. Questions are asked and answered orally in Latin, approved, written on the board, if necessary. Corrections are made by the class on their papers. The pupils thus learn to read not only for content, but for phraseology to express content.

Playlets and a mystery story in dialogue form are included in each issue of *Auxilium Latinum* to illustrate the possibilities of Latin conversation. In the event that some may object that the ability to speak Latin is not one of their proposed aims, we again quote from de Sauzé: "All our data shows that the shortest road even to a reading knowledge of a foreign language is through a proper use of oral speech."<sup>6</sup>

For the enterprising student (and teacher), the editor of *Auxilium Latinum* devotes the readers' page and the hobby page to reader-written articles on any subject or in any style, i.e., stories, playlets, poems, essays. Recognition is given and payment is made for each accepted manuscript.

The cover pictures of the 1948-49 series presented master prints of steel etchings of famous personages of Roman antiquity with an explanation given by the editor on the editorial page.

Facts of Latin vocabulary, forms, syntax, and of Roman life and culture are presented in a challenging manner through the media of the puzzles, tests, and a question box open for student inquiries. These can be used effectively as games in class or at meetings of the Latin club.

A Latin version of one or more popular songs is published in each issue of the Latin magazine. Singing is very effective toward the close of the period when students have begun to tire. "Pupils are thus encouraged to have fun with Latin and not to look upon it as so much hard work and drudgery."<sup>7</sup> And we shouldn't overlook the cartoons and page of jokes entitled "Subrideamus!" Your students won't; they will open the magazine to these sections first.

We come now to a consideration of another

aid the *Association for Promotion of Study of Latin* offers teachers to meet the instructional problem of motivation. Speaking of motivation, Stephen Corey says: "Whether we admit it or not, children in school do whatever they do because they anticipate some reward."<sup>8</sup> The Association sponsors a National Students' Latin Honor Society, membership in which is granted by the gratis presentation of a Latin diploma-certificate upon teacher recommendation, to each student who maintains a minimum of 90 per cent average, or its equivalent, in the study of Latin at least the first three quarters of a school year.

Early each spring, the Association also conducts a nationwide competitive Latin examination for its student readers, through their teachers and in their schools. As a result of outstanding performance in this examination, students may win four kinds of Latin merit certificates and medals. Schools winning three medals in the same year or over a period of years are awarded trophies. The Latin examination tests the knowledge of translation, vocabulary, and grammatical syntax. The examination thus stimulates better students to obtain recognition and awards, and affords each student the opportunity to be rated in his progress in Latin according to the national

<sup>8</sup>Stephen Corey, "Language Students Learn What They Practice," *Classical Journal*, Nov., 1948, p. 103.

median score obtained from the results of all papers submitted for each semester. In past years, students from the United States, Alaska, Canada, Hawaii, and South America have competed in the examination. The A.P.S.L. contest has been approved for meeting established criteria for national contests by the National Contest Committee of the National Association of Secondary-School Principals. Listing can be found in the October, 1948 and 1949, issues of the *Bulletin of the National Association of Secondary-School Principals*.

Favorable and wholesome publicity can be gained for the student recipient of certificates and for the school's Latin department if the awards are presented publicly, at a special meeting of the Latin Club, at Class Day exercises, or at a special awards assembly of the general student body. Further beneficial publicity can be secured if notice of the presentation is carried in the school publication and local newspapers.

When we have clearly in mind, then, the differences in behavior that should be a consequence of our teaching, i.e., our objectives, we shall find effective aids offered by the association. These materials will assist us in motivating our pupils to change, in supplying suitable activities for them, and in evaluating pupil progress so that our instructional aims will be achieved.

## "Historical" Information, Please

Vincent Colimore\*

One day, in my early teaching career, the dean of our high school approached me and asked if I had ever taught history. I said that I had not. He requested me, nevertheless, to take a class in ancient history until he could hire a competent teacher. I consented with some misgiving.

Never having taught the subject before and remembering my own disgust with the "dry as dust" classes which I attended as a high school student, I decided to try to make the class interesting. After fooling around with several ideas of presentation, I hit upon the "Information, Please" approach of radio fame. At first, I was skeptical, but, as later events showed, the method proved a success. This was the plan by which I conducted the class:

Each student wrote out five questions and answers on the matter assigned. They were responsible for the clarity and completeness of both questions and answers. Trick questions were not allowed. In fact, I encouraged them to ask for factual information. This made them scan the matter a little more thoroughly in their preparation. I told them that at the end of each class, I would collect their questions and evaluate them.

During the class period, I would call on a student to go up to my desk. Then, I would ask one of the pupils in the class to test the student at the desk with any of the five questions he had prepared. By skipping around the room for those to be questioned and for their questioners, I succeeded in arousing their interest and enthusiasm plus a great desire in all to answer correctly. No one wished to be caught in a wrong answer by his fellow students. Needless to say, the period passed quickly each time I used this method. Class participation was a definite result of this procedure.

Both the would-be Fadimans and their aspiring Kierans and Adamases were marked for recitation and selection of questions. Naturally, there are many variations by which "Information, Please" could be improved. Individual teachers may be able to employ this method of rendering ancient and medieval history interesting. Of course, I realize there are those who will deny that it is not interesting. This, then, is for those who would like a different approach. It is offered as a pedagogical aid for this particular branch of history. I'm sure that it could be put to use in some other field with equally beneficial results.

<sup>5</sup>E. B. de Sauzé, "The Cleveland Plan; the Multiple Approach in Language Teaching," *Classical Journal*, April, 1948, p. 438.

<sup>6</sup>E. B. de Sauzé, "The Cleveland Plan; the Multiple Approach in Language Teaching," *Classical Journal*, April, 1948, p. 438.

<sup>7</sup>Shirley Foster, "Teaching Hints for the Latin Classroom," *Secondary Education*, April, 1947, p. 9.

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# A Philosophy of Teaching Literature

Brother Berchmans Downey, S.C.\*

My philosophy of teaching literature perhaps can be expressed by saying that I regard literature as a very potent means to be used in the formation of mature Christian character and personality: a means of bringing to the students an understanding and appreciation of life and its experiences, and of building up in them the intellectual attitudes and emotional responses that will help them greatly toward the living of a better and fuller human life. I always tell them that, if the study of a literary selection contributes nothing toward fitting them to live more nobly, wisely, or completely, then, regardless of how much they may learn about literary history, types, and styles, the time spent on the selection has failed to result in any great benefit.

Since literature deals with people of all ages, conditions, ranks, times, and nations, it can be used as a powerful force in bringing to the students through vicarious experience a broad and sympathetic understanding of life and its problems, thus helping effectively toward the elimination of narrowness of mind, provincialism, nationalism, pride, and prejudice. It is of invaluable aid in educating the young to look at their fellow human beings not as types or races, but as individual persons, each having the same basic nature, emotions, aspirations, and desires as they themselves, and each having the great "universal" problems to be solved.

One of the most important objectives in my teaching of literature is to build up in the students good taste and judgment, not only in the field of literature and reading alone, but in the other arts as well, by bringing them to an understanding of certain standards and principles by which they can learn to distinguish the false from the true, the artificial from the genuine, the truly wise from the glitteringly witty, the permanently beautiful from the transient attractiveness of the novel and the bizarre.

I believe that literature should, deliberately and skillfully, be used to build up in the pupils noble ideals and wholesome Christian attitudes toward life and its problems, and to bring home to them the tragedies in human life brought about as the natural and inevitable consequence of defects of character and of passions uncontrolled. The great tragedies of Shakespeare are, of course, particularly useful for this latter purpose; the poetry of Milton, Thompson, Lanier, and Wordsworth provides many selections that serve the former most effectively. Practically all the great writers of England and of America have been idealists, and nearly every one of them has written a selection which might almost be called "My Creed of Ideal Life." To me it seems that the great value to be obtained from the study of

literature is not the information and entertainment thereby secured, nor yet the facility of effective self-expression thereby cultivated (though these are valuable benefits, of course), but the understanding, inspiration, and encouragement which is supplies for elevated thought and noble living.

To achieve these ends, it would seem to me that we must approach our study of literature not so much from the fact side as from the heart side. We must teach the pupil to see its relation with, and its application to his own life and problems, to understand that the characters studied have much in common with himself. Studied in this way, literature not only helps the student to acquire a broader, more sympathetic understanding of life and of his fellow men, but it becomes, so to say, a key that helps him to unlock and put to work the latent possibilities contained in his own person.

I believe the teacher of literature should use the materials of his course to train his pupils to come more fully alive, to awaken to an acute consciousness of their surroundings, of both the beauty and the tragedy of life about them, to build up in them a spirit of wonder and of reverence for the beauties and values of God's world, and to train them to habits of keen observation and leisurely contemplation of the meaning, beauty, and purpose of what many people call ordinary things. Our teaching should help our students to build up in themselves such inner resources as to make them to a degree independent of others and of mechanical devices for their entertainment and recreation, making them able to see for themselves and to delight in



the variety and the beauty that is at their own door.

We must, of course, use literature to teach our students such important and necessary skills as clear and accurate expression of ideas in words, intelligent and critical reading of books, magazines, and newspapers, ability to evaluate critically radio programs and political pronouncements, so that they will have both the capacity and the desire to take an enlightened and useful part in the safeguarding and promoting of both their own rights and those of their neighbors, and, in general, be capable of fulfilling their responsibilities as good citizens of a democracy.

In conclusion, I think that in our teaching of literature we would perhaps do well to devote less time and effort to storing the memories of our students with factual information about literary history, types, and styles, and more to the values of literature as an effective instrument in the Christian training of the understanding, the emotions, and the will. Dealt with in a superficial or pedantic manner, literature can be just so much "sound and fury, signifying nothing"; rightly used and understood, it can be of incalculable practical value, bringing to its students a tremendous enrichment of their personal lives. Properly taught, it will assist them in learning to observe closely and to think intelligently and coolly for themselves, to develop both a humble reverence and a reasonable self-confidence, an inner resourcefulness and serenity, and a great ability and capacity for communication and communion with nature and with their fellow men. By expanding greatly their sympathetic understanding of man and nature, and by helping in the development of a true sense of humor and of values, literature will lead its students to a deeper understanding of the real meaning and purpose of human life, and to an intellectual and practical love of God and of neighbor.

## TOO MUCH SPEED

Instead of teaching so many subjects, we must give children more time to think about what they are learning, says Dr. E. T. McSwain, dean of Northwestern University College. The real problem of children today, says Dean McSwain, is not with themselves but is rather the hurried and complex environment in which adults are forcing them to live. We must recognize that children have only one childhood and that they undergo basic development psychologically and emotionally. We cannot speed up psychological and emotional development any more than we can speed up biological and physical development.

Dr. McSwain suggests a simplified school environment, fewer subjects for teachers to teach, and more time to teach them.

\*McGill Institute, conducted by the Brothers of the Sacred Heart, Mobile 15, Ala.

## For Grades 7, 8, or 9

# A Unit on Vatican City

*Sister M. Clarice, O.S.B.\**

[This unit may run from 4 to 8 weeks, depending on the amount of material available.]

### I. General Objective

To develop an appreciation and understanding of Vatican City; as to location, population, climate, education, homes, recreational activities, music, libraries, and art collections.

### II. Scope of Study

1. *Physical Features of Vatican City:* (a) location and plan, (b) boundaries, (c) size, (d) climate, (e) gardens.

2. *Population:* (a) type of people, (b) educational facilities, (c) recreational facilities, (d) religion.

3. *Homes:* (a) Type, (b) foods.

4. *Occupations:* (a) of men, (b) of women.

5. *Art:* (a) painting, (b) architecture, (c) sculpture, (d) libraries, (e) music.

### III. Suggested Approaches

1. On bulletin board in classroom have pictures on display of paintings, sculpture, architecture, etc., to be found in Vatican City.

\*St. Gertrude's School, Washington 17, D. C.

Question class to see if anyone recognizes some of the art or has any idea as to where it is found.

2. Ask pupils if any of them have been reading current papers and magazines regarding the opening of the Holy Year. What do we mean by the term "Holy Year"?

3. Question pupils as to what they know about Vatican City.

4. Find out if any members of the class had seen the Holy Father when he toured the United States as Cardinal Pacelli.

### IV. Suggested Activities

1. Write to all foreign travel agencies for all possible information and pamphlets on Vatican City.

2. Find Vatican City in relation to other important countries on the globe, map, etc. Cut its shape out of paper and compare with the size of the state and city in which you are living.

3. Visit a museum, if there is one in the vicinity, and see some Italian money. Find out its value as compared with American money. Make some. See if any of your friends have some. Bring it to school and show it to

the class. Bring some of the postage stamps used in Vatican City to class also, if you are able to find any.

4. Ask pupils if any of them have View-Master Stereoscopes at home. Have them brought to class along with the View-Master reels on the Vatican State. Up to date there are three reels.

5. List main centers of interest to be studied. Bring pictures of art, sculpture, architecture, etc., which are found in the Vatican State.

6. Watch newspapers and current magazines for articles on the Vatican State.

7. What are the means of travel? Collect pictures.

8. List various foods and wines and get pictures if possible or draw them.

9. List common flowers and trees. Construct out of colored paper.

10. Study the history of the Swiss Guards. Draw pictures of them in various types of uniform.

11. Read in reference books about the occupations of the people.

12. Find out about trade with other countries.

13. What is present population? What about government, hospitals, etc.?

14. Make paper or muslin maps of the Vatican State and draw buildings, etc., on them in miniature size.

15. Make Italian costume dolls including Swiss Guards.

16. Carve from soap, plaster Paris, wood, or whatever medium you wish, some building or statue to be found in the Vatican State.



*Saint Peter's Square*

17. Demonstrate amusements and games if this is possible.

18. Conduct a series of Italian stories in arithmetic class using Italian money.

19. Draw or cut out of paper the Papal Seal.

20. Make posters for the Holy Year.

21. Make scrapbooks of newspaper and magazine clippings.

22. Make folders to keep all drawings made in connection with the unit.

*Topics to be discussed, themes to be written:* (1) Vatican City, (2) Holy Year, (3) Population, etc., (4) art, (5) Libraries, (6) Italian Costumes, (7) Swiss Guards, (8) Government, (9) Foods, (10) Italian Money, (11) Recreational Activities, (12) Occupations, (13) Trade With Other Countries, (14) Architecture, (15) Gardens, (16) Papal Seal, (17) Artists who have contributed paintings and works of art.

*Knowledge to have been learned at the end of Unit:*

1. History of Vatican City.

2. Knowledge of geographical facts, location, plan, climate, government, etc.

3. Meaning of the Holy Year and its history.

4. The power of the Vatican over the entire world.

5. The contributions of the Vatican to the art of the world.

#### V. Culminating Activities

1. An assembly program to which the entire school should be invited. This program should be conducted by the members of the class, each one participating in some way. Oral reports are to be given about the various topics. If at all possible, arrange for pictures or slides to accompany the reports.

2. Exhibit of all work done pertaining to the unit.

3. Written test.

#### VI. Evaluation

1. *Have pupils gained in the ability to:*

a) Work in groups?

b) Locate materials, plan work, and carry out activities?

c) Use reference books independently?

d) Work arithmetic problems in connection with the unit?

e) Spell words and write legibly?

f) Talk and write to the point?

g) Use correct expressions in speaking and writing?

2. *Has the unit provided for:*

a) A central theme?

b) Creative work?

c) Drill for memory and proper remedial work?

d) Growth in all subjects connected with the topic?

3. *Have pupils gained an appreciation of:*

a) Reading of interesting and worth-while subject matter?

b) Importance and value of Vatican City?

c) Influence of Vatican on entire world?

d) Appreciation of art, libraries, etc.?

#### VII. Audio-Visual Aids and Sources

1. Movies available through the Institutional Cinema Service, Inc., 1560 Broadway, New York 19, N. Y. No. 573 — The Vatican. No. 574 — St. Peter's.

2. A 16mm. sound motion picture in color of St. Peter's and the Vatican may be rented for \$15 a day from the Kunz Motion Picture Service, 426 North Calvert Street, Baltimore 2, Md.

3. Most libraries have a picture division and all one has to do is call by phone to find out if they have any on your particular subject.

4. The View-Master Stereoscope has three beautiful colored reels of the Vatican State to the present date. They are as follows: No. 2721 — St. Peter's Basilica, Vatican; No. 2722 — Buildings and Swiss Guards, Vatican State. No. 2723 — Museums and Galleries, Vatican State. These reels may be obtained at Sawyer's, Inc., Portland 7, Ore., or at any Eastman Kodak Store. Reels are 35 cents each or three for \$1.

5. Travel bureaus in any city will be glad to give maps and information on any country, provided they have material on that country in their office. The Catholic War Veterans of the United States of America at 711 14th St. N.W., Washington 5, D. C., sells a historical map of Italy in connection with the Holy Year. It sells for \$1.

#### VIII. Bibliography

1. *National Geographic Magazine* for March, 1939 (excellent).

2. *Pageant of the Popes* by John Farrow.

3. *The City Set on a Hill* by James Van der Veldt.

4. *White Smoke Over the Vatican* by Donald C. Sharkey.

5. *The Junior and Young Catholic Messengers* usually have something about the Vatican in almost every edition.

6. *The Catholic Review* for December 23, 1949, has an excellent article on the opening of the Holy Year.

7. *Story of the Church*, by Rev. George Johnson, Rev. Jerome Hannan, and Sister M. Dominica, pages 441-476.

8. A wonderful booklet on the Vatican City is put out by the Enit (The Italian Tourist Department) "Novissima, Roma." This should be requested quite a time in advance of actual unit work. I imagine that this same company would send a wealth of information to anyone, provided they would pay the postage, which is only proper.

9. *Life Magazine* for December 26, 1949, has beautiful reproductions on some of the paintings to be found in the Vatican. By writing to the publisher one would be able to find out if any other of their publications have sections on Vatican art. Reprints of pictures are available for a reasonable price.

## Enjoying The Music Period

Kathryn Sanders Rieder

Often in the profusion of skills to be taught the child in the music period we make something very difficult of an activity that should be one of the most pleasant and most easily motivated in the schedule. We are adventuring into a world of beauty and absorbing interest and we ought to aim to make it a joy to learn music.

Each teacher must diagnose the needs of his particular group, for each school will vary in its experience in music. Children in different places come to school with different backgrounds in music. They may have had little or they may be well equipped with a good singing voice and a rather wide repertoire of songs.

Even when this is recognized various classes of the same grade will differ in their interest, ability, and approach to music.

#### Select Activities

Consider the future, too, in selecting activities for your music period. Some will need special skills in music, some will want to go on to take important roles in church choirs, as leaders in music in various community organizations, others may study music seriously. But most of the pupils will not. They want to enjoy music now, to take the beauty and refreshment and interest they dimly realize

that it holds for them. They want to come into intimate friendship with some of its benefits.

As you begin to have success in your music period, build on it. When a song makes a hit with the children examine it carefully. What is its appeal for them? Choose another song of the same appeal with a slightly different musical experience for them. Don't wear out the favorite with overuse. Hold it back just a little to use for all-out pleasure when they have completed a good job of learning.

What about syllables? There is nothing wrong with syllables though their use has been abused. There are many ways to accomplish a purpose. If children can learn to read by using numbers, neutral syllables, or words (as they are expected to do later) — fine. The syllables are only a crutch, to be used as such.

When we remember how they came to be, as the first words of each line of an old Latin hymn that happened to have each line beginning a tone higher on the ascending scale, we see how their use came to aid in fixing the tone meant. Children will be interested in some of these stories about how our staff came to be, and of how long it was in the history of music before anyone invented a way to write down our music. They like to see the queer neumes that served to show the direction of the melody before notes were

invented. It makes a rather fascinating story to them when told in small sections.

Certainly we do not drill them to the end that they learn syllables. We use syllables to establish feeling for tonal relations so that we can discover the melody of a new song we wish to sing. Especially for people who never attain any great skill at music reading, a little rudimentary skill in the use of syllables is most useful. It is an interesting and fine skill to have—but even so, it is not the end and all of the music period. Nor is the child to feel he has failed in music if he is not skillful in it.

### Motivate Reading Notes

Do help the child to see, in a perfectly natural way, that it is a good feeling to be able to help yourself by drawing messages from the notes printed there. Make a little contest of it. Name each row a different make of car. Let each individual success at reading at sight put their car ahead a notch in the race. Real competition will develop. If the child gains some skill in it—and he can—that is really splendid. If not, there are many other things in music he will enjoy. But sight reading should not be neglected.

One very musical girl went through a school system which considered music reading as old-fashioned. A vague appreciation of music was the only reason for teaching music in her school. The theory was that, if the child had ability and interest, he would pick up reading music for himself with a suggestion here and there.

But this girl did not. In high school she developed a very beautiful singing voice. She went to a good teacher of voice who refused to take her because she could not read music.

"I haven't time to teach you your ABC's," she said rather bluntly. "Go to someone who can teach you to read music. Then come back to me."

The girl had to do this and it was quite a struggle. She was quite bitter about the school system which had given her no training in music reading.

Given in small units, music reading can be interesting. Let the children be proficient in what they do. Select a sight song easy enough for success. Keep an interest in it yourself and you will find their progress encouraging.

### Quality Not Quantity

In enjoying the music period, do not try to teach too many songs during the year. A



— G. C. Harmon



*Pupils of Venerini Academy, Worcester, Mass., in a choral recitation based on "The Courtship of Miles Standish." The Academy is conducted by the Religious Venerini Sisters.*

few songs artistically sung will tell children more about what music is than dozens half learned or carelessly sung. One teacher told another of the many, and difficult songs her class had learned during the year. The first teacher, who had heard them, said to a friend, "Yes, but how!" The point is not how many, and how difficult, but how well do they sing them. It is not really music unless it reaches a certain stage of skill in presentation.

Teach the pupils to produce light, clear tones with a resonance that carries even the soft sections. Don't let them use harsh, strident tones used for shouting. At times it is well to use records to illustrate beautiful tones in singing, to listen to artist interpretation of some of their own songs.

Try to vary the mood of their songs and have them express various moods in the voice. Have some bright and gay, a few sad, some thoughtful, some imaginative, others descriptive or graceful and classic. Adjust to the children's preferences and then enlarge on them in the direction you feel most worth while.

One teacher was finishing a song about fairies when she saw a stolid little boy in the front seat waving his hand. He struggled to his feet as she recognized him, stuffing his hands into his overall pockets.

### Sing About Farmers

"Let's sing about the farmer," he urged. "They ain't no fairies and they is farmers!"

They did sing about the farmer and the teacher learned a lesson in how to approach the child in a way to interest him.

Follow a definite plan for the music period and progress in different lines will gradually appear. In a twenty-minute period there is time for familiar songs, a new song taught, a tonal dictation at the board or a rhythmic drill, a few minutes of sight reading, a song of best singing, finishing with a favorite song that leaves them wanting more. The best motivation for the next period is the good finishing song.

### Interpret the Songs

The interpretation of songs should claim careful attention. Study the soft and loud sections, the fast and slow. We must have contrast in our music to make it attractive. Study the means of developing it. Select songs to

bring out these principles for the children. For example, the spiritual, "Keep in the Middle of the Road," with its excellent illustration of crescendo and decrescendo. Songs of parades marching by and growing faintly heard in the distance, or "The Volga Boat Song" with the effect of boatmen coming nearer, and then vanishing in the distance.

For younger pupils the action songs are needed. The young musician songs with the playing of a different instrument to be illustrated with each verse is effective. A marching song is often needed.

Children have vivid imaginations and are not afraid to express what they feel in singing. A suggestion here and there will prompt their interest and increase their pleasure in the music. Their rhythmic responses will be strengthened also by activity to music in the listening periods.

Teach them that music is something to which we respond in many ways, with minds, hearts, voices, bodily expressions of rhythm, with ears to listen and eyes to draw music from the lifeless printed page. Encourage them to notice how often they come into contact with music every day.

Teach them that it may be a lifelong joy from the first lullabies they hear to the music that will accompany them and inspire them all their lives. It is the amateur who gets the most joy from music. The artist must pay so great a price in vigilance and practice that the joy of music may be almost forgotten. Teach the child to make the most of his unfettered joy in music, for it can and should be the friend of a lifetime to him.

### REGARDING POOR READERS

Professor Paul A. Witty, of Northwestern University has reported the results of a study his department made to throw light upon the causes of poor reading.

Almost half of 300 poor readers studied were found to be emotionally maladjusted. Frequently they were victims of the quarreling of parents or were accustomed to quarreling with brothers and sisters.

A poor beginning in learning to read seems to have contributed to the failure in reading of more than a fourth of the elementary pupils examined.

# The North Central States: Land of Meat and Bread, of Heavy Trade, and of Great Thoroughfares

Sister M. Josephine, O.S.F.\*

Recently the newsreels showed the vast coal fields lying under the great Pacific near Chile and the latest methods of digging and transporting the coal inland. Another newsreel pointed out the great possibilities of corn to become, if need be, the fuel for the future. A great many of our children will be eager to capitalize on this highly interesting information by comparing these immense resources with those close by in the North Central States.

## The Approach

North America, we know, has two great mountain systems, one on the east, and another on the west. Between them is a vast lowland. We have become acquainted with the great waterways and the natural gateway along the Mohawk Valley into the lake region. We are now going to study the region about the Great Lakes. (According to need, insert here information about the ice sheet and the soft horizontal strata and the collection of subsoils [clay silt] south of Lake Erie. The use of slides by Co-operative Parish Activities, Effingham, Ill., is helpful.)

This group of states, commonly known as the North Central States, is a vast plain of 13 states. (Name them.)

What type and amount of rainfall do you expect in these latitudes? Why? (On a map showing agricultural regions, the corn belt is pointed out.) In the corn belt, hogs are fattened to be slaughtered at the meat-packing centers. Can you suggest a city that would make a good meat-packing center? Why? A glance at the map reveals at once where, consequently, we find numerous slaughterhouses in Chicago, Indianapolis, St. Louis, Kansas City, Mo., St. Paul, and Omaha.

To the south of these states is the Ozark Plateau, and in the north of Michigan are a few rugged places where minerals are found, in particular, iron ore. There are also deposits of coal in the corn belt.

The Great Lakes afford an easy and economical means of transporting heavy and bulky materials, such as grains and ores, to the industrial centers. The North Central States are noted for such centers. (Have pupils list and point out, or label on a map a few of these cities. Develop, step by step, correct concepts as to their specialized industries. Have them keep these lists and maps for future reference.)

A city generally grows up where there is plenty of capital, labor, raw material, ease of transportation. Where there is much opportunity for trade there will be capital.

## A Re-Check

This section is made up of 13 states whose surface is mostly a *great plain*. Because of the surface and the climate *farming* is an important industry. Much *wheat* and *corn* are grown. For this reason the section has been called the *granary* of the U. S. In the *hilly* parts *mining* is carried on. *Manufacturing* is the most important *industry* in large cities. The two largest *industrial* cities in this section are *Chicago* and *Detroit*.

It is of paramount importance that pupils be familiar with terms used in their reading material. A list is hereby suggested:

- |                       |                      |
|-----------------------|----------------------|
| 1. Watershed          | 11. industrial       |
| 2. drought            | 12. by-products      |
| 3. cyclonic           | 13. moraine          |
| 4. alluvial           | 14. planetarium      |
| 5. co-operative       | 15. aquarium         |
| 6. mixed farming      | 16. interdependence  |
| 7. commercial farming | 17. Ozark Plateau    |
| 8. growing season     | 18. divide           |
| 9. hybrid             | 19. Sault Ste. Marie |
| 10. truck farming     | 20. climate          |

## Study Questions

What effects did the great ice sheet have upon the surface of this section? Explain why the North Central States were so named.

On the basis of the surface map, explain why agriculture is so important. Trace some important railways of the East. Where do they all converge?

List outstanding farm products of the North Central States. Which other industry is of great importance and why?

What is meant by the expression, most of the corn "goes to market on four feet"?

What is the optimum weather for corn during the growing season?

List the leading industries of five cities.

Why is dairying an important industry?

In times past, half of the North Central States were covered with forests. Why and how did they disappear?

Locate mineral deposits. How did they originate? How are they mined? What is their present use?

Why has manufacturing become so important in these states?

List several cities noted for manufacturing, and explain why they specialize in certain articles.

How did Chicago and Detroit become world-famous commercial centers?

List the more important imports and exports.

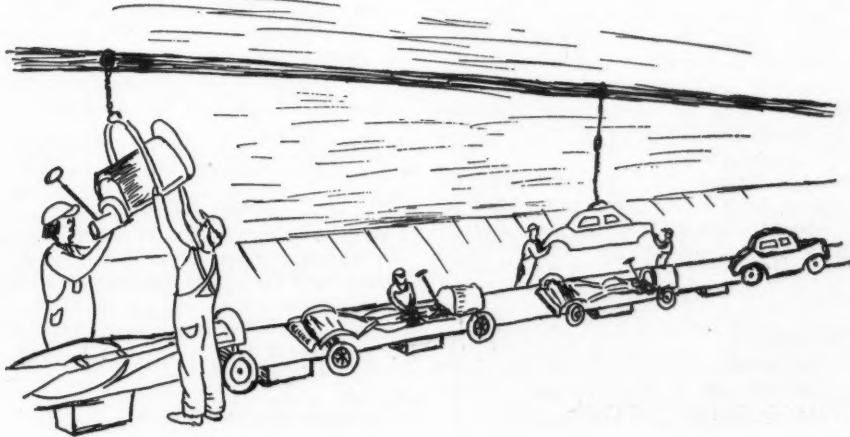
Did the momentum of an early start play a role in the development of tanning leather and the making of shoes?

What has lessened the value of truck farming in the Central Plains?

What crop is gaining favor?

In what ways do the North Central States help the other states?

(Because of the dearth of vocations, I would emphasize at this juncture how every state in the Union is being helped by the North Central States. Now it is by grain, now, by iron and coal, and again it is through manufacturing products. Just so there exists an intimate relationship between the members of the Mystical Body of Christ. Each member is better or worse for all the other members. There are some members in this Mystical Body, who give special life to Holy Mother Church. I am thinking of priests and religious. In every state of the Union, these special helpers of God wish to advance the work of God and the salvation of souls. There is need for people to carry on these special tasks unselfishly, and wholeheartedly. Have the pu-



\*St. Francis College, Fort Wayne 8, Ind.

pils familiarize themselves with the functions of the O.S.V.)

### Projects

#### A. Required:

1. Write a letter to a pen pal in New York City, telling him about one of the following: (a) Chicago, the manufacturing city; (b) Detroit, the automotive center; (c) Cleveland, the ore city; (d) the Corn Belt.

2. How did Akron, Ohio, develop an outstanding rubber industry?

3. Map exercise: label the following: (a) The Great Lakes, (b) St. Clair Lake, (c) Detroit, (d) Chicago, (e) Cleveland, (f) Duluth, (g) Minneapolis, (h) St. Louis, (i) Louisville, (j) Superior, (k) Toledo, (l) Akron, (m) Battle Creek, (n) Grand Rapids, (o) Dayton.

4. Indicate on the same map the industries of these cities.

#### B. Optional:

1. Prepare a program, in which representatives of each state tell about the contribution of its natural resources.

2. Color on map main routes of transportation by land and by water.

3. Make an exhibit showing the by-products of the meat-packing industries. Explain this exhibit to the class. (Companies specializing in these products of the North Central States provide information gratis.)

4. Complete the following table showing how the North Central States aid other sections of the U. S. A.

Raw Materials	Mineral Products	Dairy Products	Manufacturing products
corn	oil	milk	automobiles
wheat	coal	cheese	farm machinery
rye	lead	butter	leather goods,
barley	zinc	ice cream	e.g., shoes, belts,
oats	salt		gloves

#### C. For Those Who Wish to Explore:

What advantages has Chicago over New York City?

On the basis of raw material, compare the cities of this area with some in the North East.

There are thousands of farm villages on the railroads and highways of the North Central Region. What would you expect to see in one of these farm villages?

What is the difference between spring and summer wheat? Is there a difference in the use of the flour coming from these regions?

Compare the Corn Belt of the U. S. with the distribution of corn regions throughout the world. Do the same for wheat regions. (Use products map.)

Which European city compares favorably with St. Louis in importance to fur markets?

Are the geographical advantages the same? If so, why?, if not, why not?

### Correlation

#### Religion:

Comparison between the importance of this section and that of the priests and religious in the Mystical Body of Christ.



#### Spelling:

Use the list of terms given.

#### English:

Information both interesting and valuable can be obtained by letting pupils write to their relatives or friends living or working in industrial sections. Others may prepare reports on any of the following topics:

Cyrus McCormick and the reaper  
Swift, the king of the meat-packing industry  
How Gary came to be the city of steel mills  
Akron, the city of rubber  
Omaha, the cattle market  
Early means of transportation in the North Central States.

#### Art:

A group of children will enjoy working a frieze on "Early settlements of Michigan."

### ACTION POEMS Yvonne Altmann\*

#### My Bunny

My bunny likes to hop, and hop

(Hop.)

When I try it I just go "plop."

(Fall.)

So I'll just run and he can hop

(Run.)

'Cause I don't like to go "plop."

#### Easter Basket

I made a basket for Easter bunny today.

I trimmed it up so very, very gay.

I hope he'll fill it with eggs and bunnies

gray

And not hide it so very, very far

away.

(Be a rabbit.)

\*Kindergarten Director, Oshkosh, Wis.

Individuals might sketch scenes of vegetation, e.g., tall prairie grass of Illinois; cutting timber; contour farming, truck gardening; Ohio floods; progressive stages of weather with their respective symbols over the Great Lakes Region.

#### Reading:

The life of Paul Bunyan; the life of Henry Ford; Fort Dearborn; Tom Sawyer.

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Wilder, Mrs. Laura, *On the Banks of Plum Creek*, illus. by H. Sewell and M. Boyle (4-6).  
Yonge, Charlotte Mary, *Dove in the Eagle's Nest* (7-9).

## For Grades 5 and 6

# MAY POLE DANCE

Louis A. Zinsmeister, M.Ed.\*

This May Pole Dance is arranged for sixteen boys and sixteen girls of grades five and six. Fewer or more children may be used. To harmonize with the arrangement of this drill, use groups of fours: as eight boys and eight girls, or twelve boys and twelve girls.

### Equipment:

A pole ten feet high, about three inches square or round, firmly set in a base, is equipped with two wooden movable wheels which rotate around a three-quarter inch dowel set into the top of the pole. (See illustration.)

The small wheel is four inches in diameter and about one inch thick, and rests directly on the pole. A wooden collar, an inch and a half high and three inches in diameter, is fastened securely to the dowel above the small wheel with enough space below the collar to permit the small wheel to turn freely.

The large wheel, which is five inches in diameter, rests and turns on top of the collar.

Each wheel has sixteen, number twelve screw hooks turned firmly into its circumference.

Sixteen green and sixteen pink ribbons, or streamers, of costume cambric, are used. Each streamer is seven yards long and three inches wide. The edges must be hemmed to avoid fraying, especially during the winding of the May Pole. Sew a three-quarter inch metal ring securely to one end of each streamer. (See illustration.) Use the last third foot of the streamer, opposite the ring, to make a loop which is held by the performer. The last two feet of the ribbon hangs free.

The green ribbons are used by the boys and are hooked or fastened to the screw hooks on the lower wheel.

The pink streamers are used by the girls and are hooked or fastened to the screw hooks on the upper wheel.

At the time of performance, or during windy days, when practice is out-of-doors, pinch the hooks together to make certain the streamers will remain fastened.

When not in use, each streamer should be wound on a cardboard three by eight inches, then fastened to the pole or removed and placed in a box. Numbers or names may be printed on each streamer. Make boys and girls responsible for the care of their own material.

When fastening streamers to the wheels, take the dowel, with both wheels in position, off the pole. Stand near the pole and let one couple at a time come to the wheels to hook their streamers on the hooks. Couples may work clockwise or counterclockwise. When all have fastened their streamers and have un-

wound them from the cardboard by moving backward, stand on a chair, or tip the pole, and place the dowel, containing wheels and streamers in place on top of the pole.

For patriotic occasions, red, white, and blue streamers may be used. All girls use white streamers fastened to the upper wheel. The streamers of the boys are alternated red and blue and are attached to the lower wheel. The color scheme will be: red, white, blue, white, red, white, etc.

A flower basket fastened to the upper wheel adds to the beauty of the May Pole Dance. Fasten basket and flowers securely to prevent them from falling off.

Practice streamers may be made from old but strong material. Short pieces must be sewed together when pieced, never knotted.

### Holding the Streamer:

When facing the May Pole, the loop of the streamer is held in the right hand. Never permit children to crush the streamer. With a little practice it can be held securely in the palm of the hand with thumb touching tips of fingers. The loose end hangs freely downward.

Winding of the May Pole: During the winding of the May Pole, hold the loop of the streamer in the outside hand. Extend inside arm sideward along the streamer and grasp streamer with thumb and fingers (never crush). The outside hand is held near the waist.

When passing to the outside of a dancer, the inner arm is raised high so that the oncoming dancer may pass in an erect position under the streamer.

When passing to the inner side of a dancer, lower the inner arm and walk with an erect posture under the streamer of the oncoming dancer.

### Walking Step:

Children should be taught to walk with a firm step with a free knee action. The ball of the stepping foot should touch the floor first, then the heel. Keep chest well arched and the head up.

### Encircling:

When encircling (walking around) partner, use the back of the free hand to raise partner's streamer and pass under the streamer in an erect position.

### Skiping Step:

Skip with raising the knees moderately high and point toes downward. Bend the body from side to side in rhythm with the skipping step.

### Music:

"El Capitan," march by Sousa, played by Arthur Prior's Band. Victor (12 inch) record,

number 38505-B. Metronome: Ninety-six (96) steps per minute. Count "1, 2" for each measure of music. When using other music than that recommended, please check all parts of this drill, especially part "six," to correspond to strains in the selected music.

### Formation:

Boys and girls, in couples, stand side by side in a small closed circle facing the May Pole. Boy partners stand to the left of their girl partners. Streamers are held by the loops in the right hands and all hands are joined in the circle at height of shoulders.

### Introduction of Music:

Remain standing during the playing of the first two counts of the introduction (1, 2), then walk backward four steps (3, 4, 5, 6) and release hands but keep streamer in right hand. During the last two counts (7, 8) face right, left sides toward center, place knuckles of left hand on hip and curve the right arm over head.

### Part 1

Formation: Single circle, left sides toward center, knuckles of left hand on hip, streamers in right hands with right arms curved over heads.

Walk fourteen steps forward (counterclockwise) around the May Pole in a single circle, then face left about ( $\frac{1}{2}$  turn) in two steps, transfer streamer to left hand and place knuckles of right hand on hip—1-16.

Walk fourteen steps forward (clockwise) around the May Pole in a single circle, then face toward the center with two more steps—1-16.

### Part 2

Formation: Boys form the inner circle by stepping forward and facing left with loop of streamer in left hand in front of chest. Gather in a yard or two of the long streamer with right hand to prevent streamer dragging on floor. Extend the right arm slightly sideward.

Girls form the outer circle by facing right, knuckles of left hand on hip, loop of streamer in right hand with right arm curved over head.

Boys walk fourteen steps forward (clockwise) around the May Pole in a single circle, then face right about in two steps and change holding position on the streamer (1-16).

At the same time: Girls skip fourteen steps forward (counterclockwise) around the May Pole in a single circle, then face left about in two skipping steps, transfer the streamer to left hand and place right hand on hip—1-16.

Boys walk fourteen steps forward (counterclockwise) then face inward toward the center and step backward into the large circle to original places with two marching steps (1-16).

At the same time: Girls skip fourteen steps forward (clockwise) then face toward the center with two skipping steps—1-16.

### Part 3

Formation: All face toward the center in a single circle. Hold streamers with right hands, left hands on hips. The boy is to the left of the girl; the girl is to the right of her boy partner. Couples may stand close together.

\*Supervisor of Recreational Activities, Milwaukee Public Schools.

Girls place one foot backward, kneel on one knee and extend the right hands and streamers high above heads — while:

Boys encircle (walk around) girl partners once with eight walking steps and with passing first in front of partners — 1-8.

Note: When passing in front of partner use the back of the left hand to raise partner's streamer so that an erect walking position may be maintained.

The boys' streamers twist once around the girls' streamers.

Boys place one foot backward, kneel on one knee and extend right hands and streamers high above heads — while:

Girls encircle boy partners once with eight walking steps passing first in front of partners — 9-16.

Note: The streamers are untwisted during this action.

Girls place one foot backward, kneel on one knee and extend the right hands and streamers high above heads — while:

Boys encircle girl partners once with eight walking steps passing first in front of partners — 1-8.

Boys place one foot backward, kneel on one knee and extend right hands and streamers high above heads — while:

Girls encircle boy partners once with eight walking steps passing first in front of partners — 9-16.

#### Part 4

Formation: All stand in a smaller circle facing the May Pole. Streamers are held in right hands and all hands are joined in the circle at height of shoulders. Keep streamers slack during this part.

All glide (gallop hop) right sideward fifteen steps (counts) then close heels left to right on count sixteen — 1-16.

All glide (gallop hop) left sideward fifteen steps (counts) then close heels right to left on count sixteen — 1-16.

#### Part 5

Formation: Single circle facing toward the center with streamers in right hands. Couples

are lettered  $\frac{A}{BG} \frac{B}{BG} \frac{A}{BG} \frac{B}{BG} \frac{A}{BG} \frac{B}{BG}$ , etc.

Couples "A": Walk four steps forward toward center of circle (1, 2, 3, 4) and take up slack of streamer with left hand as follows: Place left hand under streamer; extend the right arm backward and slide the left hand forward as far as possible up the streamer, then hold streamer with fingers and thumb. Keep slack in left hand, kneel on one knee and join hands with performers in the inner circle (5). Hold this position seven counts (6-12). Stand, release hands, walk four steps backward (13-16) and let out slack with left hand.

At the same time as the above: Couples "B": Girls place one foot backward, kneel on one knee and extend right hands with streamers high above heads — while:

Boys encircle girl partners once with eight

walking steps passing first in front of partners — 1-8.

Boys place one foot backward, kneel on one knee and extend right hands with streamers high above heads — while:

Girls encircle boy partners once with eight walking steps passing first in front of partners — 9-16.

Couples "B": Walk four steps forward, take up slack in streamer, kneel on one knee, join hands in the small circle and hold position seven counts; then stand and walk backward to places (1-16).

At the same time as the above: Couples "A": Girls kneel on one knee and extend right arms upward — while:

Boys encircle partners once with eight walking steps — 1-8.

Boys kneel on one knee and extend right arms upward — while:

Girls encircle partners once with eight walking steps — 9-16.

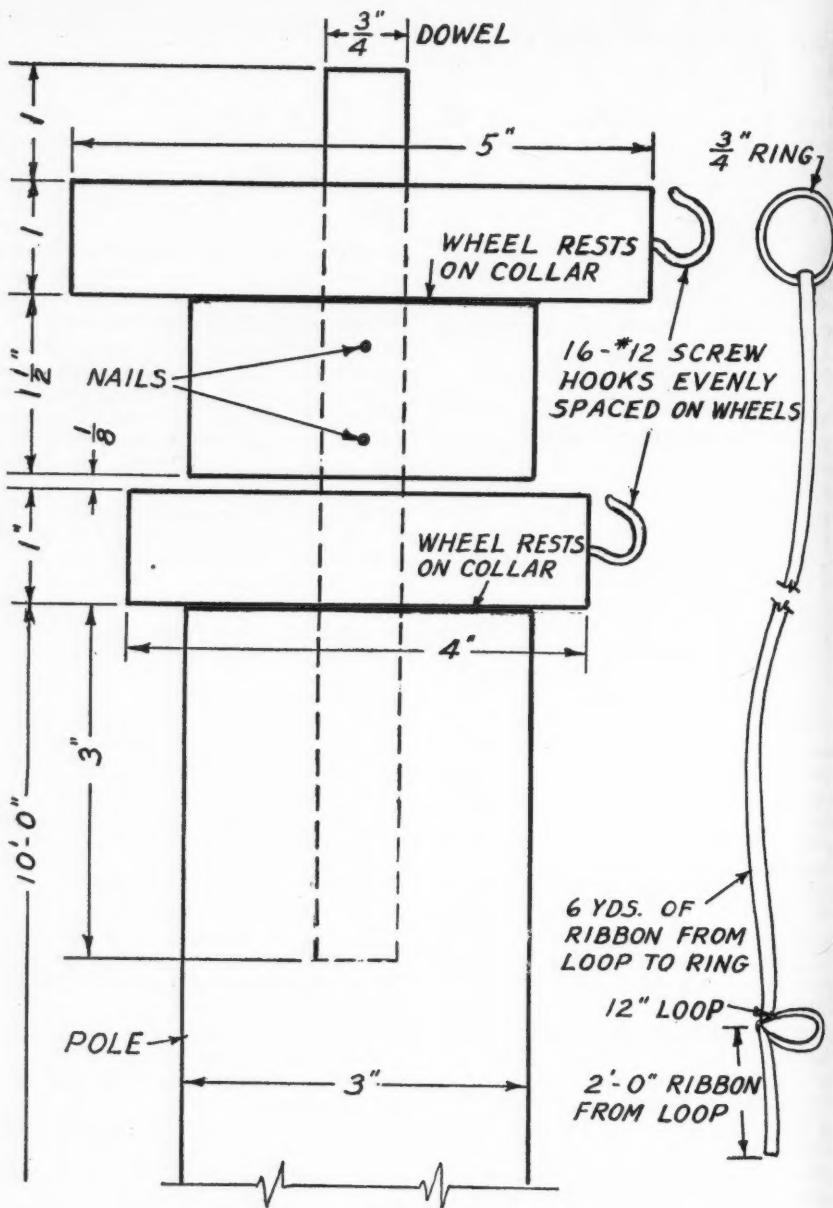
Couples "A": Walk four steps forward, take up slack in streamer, kneel on one knee, join hands in the small circle and hold position seven counts; then stand and walk backward to places (1-16).

At the same time as the above: Couples "B": Girls kneel on one knee and extend right arms upward — while:

Boys encircle partners once with eight walking steps — 1-8.

Boys kneel on one knee and extend right arms upward — while:

Girls encircle partners once with eight walking steps — 9-16.



Construction Details of the May Pole.

Couples "B": Walk four steps forward, take up slack in streamer, kneel on one knee, join hands in the small circle and hold position seven counts; then stand and walk backward to places (1-16).

At the same time as the above: Couples "A": Girls kneel on one knee and extend right arms upward — while.

Boys encircle partners once with eight walking steps — 1-8.

Boys kneel on one knee and extend right arms upward — while:

Girls encircle partners once with eight walking steps — 9-16.

### Part 6

Music: Twelve counts to this strain.

Formation: Double circle of front couples. Couples stand side by side and face counterclockwise with left sides toward the center. The boys are to the left of the girls. Partners join right hands over girls' right shoulders; left hands are joined in front of boys at height of shoulders. Streamers are in right hands.

Couples walk ten steps forward, counterclockwise, around the May Pole. Girls then step in front of partners and release hands while the boys walk two steps on place — 1-12.

All finish facing counterclockwise in a single circle with loops of streamers held in right hands, right arms curved over heads, left hands on hips.

Beginning here the music repeats itself and the dance is also repeated from the beginning as follows:

Repeat part "one," counts — 1-32.

Repeat part "two," counts — 1-32.

The introduction of eight counts is played here. All face toward the center of the circle in a single circle formation and join hands at height of shoulders.

Walk four steps forward toward the center of the circle — 1, 2, 3, 4.

Walk four steps backward away from center of the circle — 5, 6, 7, 8.

Repeat part "three," counts — 1-32.

Repeat part "four," counts — 1-32.

Repeat part "five," counts — 1-64.

Repeat part "six" and finish facing partner in a single circle — 1-12.

### Part 7

Formation: Couples stand in a single circle formation facing partners. Boys stand with left sides toward the center, loop of streamer in right hand, left hand on streamer about one yard from the loop. Girls stand with right sides toward the center, loop of streamer in left hand, right hand on streamer one yard from loop.

Winding the May Pole: Grand Right and Left sixty-four counts. Finish on the last count (64) with all performers facing outward with all hands joined. Girls place one foot backward and kneel on one knee. Boys remain standing and place one foot backward. Hold positions several seconds then: (1) lower the curtain; (2) run off the playground; (3) carry the May Pole off the exhibition field.

### Winding the May Pole

1. Practice the Grand Right and Left without streamers. Partners face each other in a single circle. Boys stand with left sides toward the center; girls have their right sides toward center.

Give right hand to partner. Pass partner, right side to right side, release right hands when passing and stand back to back with partner facing the next performer. Give left hand to next dancer. Pass new dancer, left side to left side, release left hands when passing and stand back to back facing the next performer. Repeat right and left and continue this procedure until it has been well mastered.

2. Practice the Grand Right and Left without holding hands.

3. Practice the Grand Right and Left with streamers. Partners face each other as before. Boys hold loops of streamers in right hands; left hands hold streamers about one yard from the loops. Girls hold loops of streamers with

left hands; the right hands hold the streamers about one yard from the loops.

When passing partners, girls go to the outside of the circle. Girls keep left hand in front of chest and raise right arm upward so that boys can pass under the streamer in erect positions. Boys pass inside the circle with right hands in front of chests and left arms extended downward.

Pass next performer with girls passing inside and boys passing outside the circle. Streamer movements are now reversed; girls lower right arms; boys raise left arms so that girls may pass erect under the streamers.

Note: Do not permit performers to crowd. There must be only one girl in front of each boy and one boy in front of each girl.

After several trials, the performers will always finish in the same places on the sixty-fourth count. On this last count, all face outward, join hands in the circle; girls kneel on one knee; boys remain standing and place one foot backward.

## A Chalk Talk on the Commandments

*Sister M. Raymond, O.M.\**

It was a hot, sultry day in July. Thirty little children in a vacation school group faced me. The problem for the day was the Commandments. Suddenly I felt my carefully prepared lesson plan wilt. Moses—Mt. Sinai—the tablets of stone—they would never do. I knew I would have to try something more alluring to hold the attention of the children on such a day.

The day previous we had talked about heaven. We had made it a very glorious place and enumerated the wonders awaiting us there. Perhaps it was due to the heat that a swimming pool and ice cream were tucked in. With golden gates, flowers and angels cut from greeting cards, pictures of our Lord and our Lady, we had made an attractive project. Heaven held an appeal for these little ones. Possibly I could couple the Commandments with heaven.

With that thought in mind, I asked what I would have to do if I wanted to go to New York in a car. Responses came thick and fast: I would have to follow a route, watch out for red lights, use a road map, stop at the railroad crossings, look out for detours, fill my tank. That was quite complete. Then I explained that everyone in the world was making a journey and for that journey God had given each one of us a little machine. After a few guesses we had the answers. Heaven was the object of the journey, and the heart was the little machine. We stopped long enough for each to place his hand over his heart to feel the "tick, tick" of the machine. I went on to say that sometimes

the machine traveled for a very long time—for even a hundred years, sometimes it traveled for only a few days, sometimes for just a few moments. But no matter how long or short a time it traveled every machine at the end of the journey would find itself at one of the four gates: the gate of heaven, the gate of limbo, the gate of purgatory, or the gate of hell. It was important then to know how to drive that little machine straight to the gate of heaven. To do that, we had to know and keep the Commandments.

Then I drew at one end of the blackboard a heart equipped with wheels. Within the heart I put a stickman at the steering wheel. At the other end of the board I sketched the gates of heaven and connected the heart and heaven by a road. As the class had little to do with limbo, I dismissed it with a brief explanation. Purgatory formed a detour, and hell lay below the road. At intervals along the road I placed signs and filling stations. At the first station the little machine stopped for the waters of baptism. *Sign I* said "To Heaven—Adore God Alone"; *Sign II*, "To Heaven—Honor God's Name"; *Sign III*, "To Heaven—Go to Mass on Sunday"; *Sign IV*, "To Heaven—Obey Your Parents"; etc. The filling stations were sacraments, prayers, good works. If one left the road of the Commandments he would be dashed into hell. If one did not follow the straight road, the detour would bring him into purgatory and thus hinder his more direct arrival at heaven.

In a surprisingly short time the class learned the Commandments—more, they really learned that the Commandments are *Our Traffic Rules on the Road to Heaven*.

\*Convent of Mercy, Manchester, N. H.

# Aids for the Primary Teacher

## Minute Meditations

Sister Mary Amatora, O.S.F., Ph.D.\*

Ordinarily the minds of children are receptive. They are open to the good, the true, the beautiful. They thrive on hero worship; they are eager to meet a challenge. Why not capitalize on all this, and thus build up in the young child a solid and deep foundation for his spiritual life? Most children would do far more in this regard, did they but have the "know-how." The teacher needs but to read analytically and study thoroughly and seriously the lives of many saintly children, particularly those of little Jacinta and Francis of Fátima in our own century, to realize that even little children are capable of far greater holiness, than one at first would think. Indeed, many of us adults might be put to shame, when confronted at times with heroic virtue on the part of some of these children.

In recent years many new books for religious have appeared relative to living the interior life in union with Christ. Father Keller, in his *Three Minutes a Day*, has written an excellent volume for all adults. But what about the children? No doubt they do receive pertinent applications in their daily Catechism instructions from their teachers, but even this is not quite the same as having something written just for them. It was thoughts such as these that prompted the writer to prepare this set of so-called "minute meditations" for the children of the intermediate grades. Then, too, they will aid the busy teacher who is too hard pressed for time to prepare something each day for her class. These short reflections or "meditations" (if one may use the term) are kept just as brief as possible. That for each day contains just one *thought*, one *application*, one *practice*, intended just for that day. The sentences are short and concise, in order that the teacher may designate a child each morning (before class) to put it on the blackboard. It may be of added interest to the children if, at the beginning of the month, each child is assigned a particular date, on which he is to copy the *Thought*, *Application* or *Practice*. Either all three may be written on the blackboard each day, or one only, at the discretion of the teacher. Furthermore, the teacher may elaborate upon the thought, if she so desires. Her missal will provide ample material for this.

### Vocabulary

The vocabulary has been chosen carefully and checked throughout. A word analysis was made, according to the Thorndike Teachers'

*Word Book*. With the exception of words directly pertaining to religion, the vocabulary is kept at the fourth-grade level. Most of these "religion" words, such as penance, crucifixion, scourging, etc., already have been met by the Catholic school child in the primary grades. The few that he does not know can be learned in a brief "word study" period.

### Liturgy

In the brief thoughts for April, an effort was made to follow the missal. Saints therein listed, are mentioned on their respective days. The other days are devoted to the sufferings, death, and resurrection of Christ. No attempt was made to have these latter coincide with this year, 1950. Easter and Lent shift from year to year; therefore, it is left to the teacher to make any necessary adjustments to use this material in any particular year.

### APRIL: LIVING WITH JESUS

#### April 1. Jesus in the Garden

One evening Jesus went into a beautiful garden to pray. Then He thought of all the sins men commit. Soon His sweat became as drops of blood flowing to the ground.

Jesus asks you also to pray for poor sinners, and ask God to pardon them. Will you refuse him?

Say an extra prayer to Jesus today, asking over and over again that one sinner may come back to God.

#### April 2. Just God's Little One

Today the Church remembers St. Francis of Paula. When he was only thirteen years old, he went into a desert to live by himself and pray to God.

You do not need to leave your home, your father and mother, your brothers and sisters, to find God. So long as you do not sin, Jesus is with you all the time.

On your way home from school today, think of the little boy Jesus, walking along with you. Tell Him what you are going to do when you get home.

#### April 3. The Kiss of Judas

One of Jesus' friends led Him to the soldiers, and showed who He was, by giving Him a kiss. Still, Jesus wanted to pardon Judas and called him "friend."

In order to make up for the bad kiss of Judas, you can give Jesus today a kiss of love. Tell Him very often how much you love Him.

Go to Holy Communion today as an act of love to your Jesus. That will be the best kiss of love you can give Him.

#### April 4. Study for Jesus

Many years ago there lived a great teacher. He spoke the truth to the many men who taught false things. This was St. Isadore. His brother, St. Leander, was also a great teacher.

Maybe you do not want to be a teacher when you grow up, but now you are in school, and Jesus wishes you to study all your lessons just as well as you can, just for love of Him.

Each time you take out your book for the next class, tell Jesus in your heart, that you are studying that lesson for Him.

#### April 5. Avoid Sin

St. Vincent Ferrer loved Jesus so much that he wanted everyone else to love Him also. He went all over Europe and caused many bad people to give up their lives of sin, and to love Jesus again.

Jesus wants you to love Him, too. He wants you to love Him so much that you will not commit a sin.

Tell Jesus that today you will not commit even the smallest sin, because you want to love Him very much.

#### April 6. Capture Jesus

When Jesus had left the Garden of Olives where He had prayed, some rough soldiers ran up to Him and captured Him, and tied Him with ropes and cords. He could hardly walk. Thus they pushed and pulled and dragged Him on.

Jesus is glad to be captured by good and loving children. He will stay with them so long as they do not sin.

Capture Jesus in your heart today. Keep Him there. When you walk to school today, think of Jesus, who is in your heart, and tell Him you want to keep Him there.

#### April 7. Jesus Is Silent

When the soldiers took Jesus to Herod, he put an old cloak on Him and made fun of Him. The soldiers, too, laughed at Him. But Jesus was silent. He did not talk back to them.

Jesus wants you to be silent also, if people make fun of you for praying, or going to Church, or doing what is right.

To honor the silence of Jesus today, try to keep silence in the classroom. Speak only what is necessary today.

#### April 8. The Holy Face

In the court of the high priest, the rude soldiers struck Jesus in the face so hard that the blood ran down His cheek. Then they spat upon His face.

Honor the holy face of Jesus which suffered so much. In heaven, when you see Jesus. His holy face will shine bright as the sun.

Think often today how happy you will be to see the holy face of Jesus in heaven. Pray today so all your classmates go to heaven.

\*Professor of Psychology, St. Francis College, Fort Wayne 8, Ind.

**April 9. Jesus Is Scourged**

The soldiers beat Jesus with big, strong whips. Some of them had iron points that tore out bits of flesh. Jesus suffered this for love of mankind.

Today Jesus asks, through His blessed Mother, for all men to do penance for their sins.

Make up your mind today to do just one little act of penance each day for your sins, and the sins of others.

**April 10. Crowned With Thorns**

The soldiers made a crown of thorns and pressed it down upon Jesus' head. The thorns went deep into His sacred head causing very great pain.

Jesus wants us to have only good thoughts. We should think only good things about other people, even if they sometimes do things that are not good.

Each time you meet a playmate today, think of Jesus crowned with thorns, and think of, or say, something kind to him.

**April 11. Pray for Others**

Long ago there was a great Pope, St. Leo the Great. He drove the armies of the wicked men away from the gates of Rome.

Sometimes bad children may come to you, and want you to do things you know are wrong. Remember that Jesus is with you, and do not listen to them.

Say a prayer today for the one who tried to lead you into doing something that Jesus would not like.

**April 12. Carrying the Cross**

After Pilate condemned Jesus to death, the soldiers made a huge cross from two large pieces of wood. They made Jesus carry it. It was very heavy; but they dragged, kicked, and pushed Him on with it up the hill of Calvary.

Sometimes we also have crosses to carry. They may be the hard things we have to do, or to bear. Jesus wants us to carry our cross cheerfully for love of Him.

Thank Jesus today for carrying such a heavy cross for love of you. Tell Him you are glad to bear the little crosses He sends you.

**April 13. Sacrifice**

St. Hermenegild was killed by his own father, who was king of Spain, because he would not give up the teachings of the true Church. Later his father was sorry, and tried to bring Spain back to the true Church.

Jesus wants you to remember that the kingdom of heaven is of much more value than all the earthly things.

Today Jesus wants you to give up something that you like very much to have. Do it gladly, to show Jesus how much you value heavenly things.

**April 14. A Catholic School**

St. Justin was a pagan teacher. He later became a Christian, and soon after opened the first Christian school in Rome. After

many years, the Roman emperor had him put to death for teaching about Christ.

Jesus is good to you in letting you go to a Catholic school, where you are taught how to go to heaven. Thank Him for this every day.

Pray an Our Father today for the many children who have no Catholic school to attend.

**April 15. The Crucifixion**

When they reached the top of Calvary, the soldiers threw Jesus down upon the cross and drove large nails through His hands and feet; but He only prayed that God would forgive those wicked men.

Jesus wants us to pray for the wicked men today who are making so many good people suffer.

Look at Jesus on the Cross and pray today for the Pope, for bishops, priests, Sisters, and people who in many countries are suffering so much for their faith.

**April 16. His Sacred Side**

While Jesus was hanging on the cross, one of the soldiers came and opened His side with a lance. Blood and water flowed out. Jesus was dead.

Jesus shed all His blood to save souls. What are we doing to help prevent sin in the world today?

When you see another child about to commit a sin, warn him not to do it. If he does not listen to you, then go away; but do not join in the sin yourself.

**April 17. Save Souls**

The pope, St. Anicetus, who lived in the early days of the Church had to suffer very much. But he remembered what Jesus said, "Your sorrow shall be turned into joy."

Jesus is very happy when He sees little boys and girls who are willing to make many little sacrifices to save souls.

On your way home from school today, stop in to visit Jesus in the church, and say an extra prayer for some soul who is in danger of being lost.

**April 18. Holy Communion**

After Jesus was dead, His friends came and took His body down from the Cross. Mary, His Mother, held the sacred body of her Son in her arms.

We should very often receive the sacred Body and Blood of Jesus in Holy Communion. Mary will help us to make a good Communion, if we ask her.

Start right now to prepare for your Holy Communion tomorrow, by asking Mary to help you. Repeat this often during the day.

**April 19. Jesus Is Risen**

On the third day after His burial, Jesus arose from the grave. The soldiers who were guarding the grave were blinded by the light, and were afraid.

One day you shall also arise from the grave. If you have been good during life, your body also shall be bright and beautiful.

Praise and thank God today for having risen from the dead.

**April 20. Walking With God**

Two of Jesus' friends were walking to the next town, and were sad as they talked about the death of Jesus. Then Jesus came, and walked along with them.

Take Jesus with you also when you go anywhere. Speak often about Him, and His goodness. Ask Him to stay with you always.

Wherever you walk today, ask Jesus to walk with you.

**April 21. Teaching Christ**

Today the Church honors another great teacher, St. Anselm. He upheld the teachings of the Church against the English king. He wanted all the people to learn about God.

Be brave; do not fear to do and to say what is right, even before those who may laugh at you. Remember, Jesus within your heart, will help you.

**April 22. Peace Be to You**

After Jesus died, the Apostles all gathered in a large room, because they were afraid of the Jews. Together with Mary, they kept on praying to Jesus to help them. All at once, Jesus stood there with them and said, "Peace be to you."

Whenever you are afraid, stay close to Mary, and with her pray to Jesus. He will come to you and bring you peace.

Make an extra visit to the church today, and with Mary, pray that Jesus will send peace to all men.

**April 23. Jesus' Soldier**

St. George was an officer in the army. He told the Roman emperor not to be so cruel to the Christians. For this, George was severely punished, and finally put to death.

In confirmation you were also made a soldier in the army of God. Do you take His part when others offend Him?

Say a prayer today to St. George, asking him to help you to be brave enough to defend your faith.

**April 24. Pray for Priests**

St. Fidelis was a Franciscan priest. He worked many miracles in spreading the true faith. Fearing he would win all the people to Christ, the Protestant soldiers stabbed him to death.

We should pray every day for many good and holy priests, who will spread the true faith to all mankind.

Offer your Holy Mass and Communion today for your parish priest. Ask Jesus to help him in his many duties.

**April 25. Blessing the Fields**

St. Mark was one of the four who wrote the story of the life of Jesus. On this day, the Church has processions to ask God to bless the fields, the crops and fruit.

We should pray today so God will bless us and all nations with a good harvest. Every year some people die of famine.

When you take part in the procession today,

think of the many countries where these processions are no longer allowed. Pray for the poor children in these lands.

#### April 26. Pray for the Pope

Saints Cletus and Marcellinus were both popes who lived in the early days during the persecutions. Both were put to death for their faith.

Today there is persecution in many countries. We should pray for those who are, suffering for their faith, and also pray God to spare our country.

Make an extra visit to Jesus in the Tabernacle this noon, and pray for our Holy Father, Pope Pius XII.

#### April 27. Study Your Religion

St. Peter Canisius was a great teacher who lived more than three hundred years ago. He wrote many books about the Catholic faith. To him we owe the first Catechism.

Thank God that He has given you the gift of faith. Pray that all who have the faith, keep it; and that those who are in error may find the true faith.

Pray your rosary today so God will give the light of faith to one more soul.

#### April 28. Be an Apostle

St. Paul of the Cross had all during his life a burning love for Christ crucified. Everywhere he went he preached to the people about the sufferings and death of Jesus.

Aren't there some little children with whom you play, who do not know very much about Jesus? Maybe you could tell them some of the stories your Sister tells you in school.

Today try to tell at least one child something about the sufferings of Jesus. Ask Jesus to help you do this.

#### April 29. Help the Missionaries

The parents of St. Peter of Verona were

not Catholics, but even as a child, little Peter was not afraid to speak against the heretics. Later he became a great preacher.

Never be afraid to speak up for your faith. Pray much for the priests who are trying to bring heretics back to the true faith.

Help the missionary priests today by offering your holy Mass for them.

#### April 30. Do Penance

St. Catherine of Siena was the youngest of twenty-four children. Even as a child, she chose Jesus as her daily companion. When alone in her room she prayed much and did many little penances for love of Jesus.

Jesus will also be your companion all the time if you want Him to do so. You should also do many little acts of penance to show Him you love Him.

When you kneel at your bed to say your prayers tonight, ask Jesus to stay with you all the day and all the night.

## SAMMY SQUIRREL

Verse by Margaret E. Schoeverling\*

Drawings by William F. Schoeverling

He frolics all day with a whisk and a whirl;  
Gay little, glad little Sammy Squirrel.  
With acorns or nuts, you'll tame him soon,  
And he'll come begging night, morn, and noon.  
Paper before you, pencil in hand,  
Read carefully now, so you'll understand.

1

Draw nice and large a funny S.  
Sam Squirrel's initial — did you guess?

2

Two short, curved lines for his neck draw now.  
Soon our Sammy will make his bow.

3

Two small circles for acorn and head —  
American squirrels are gray or red.

4

Now draw nose and ears, eye and whiskers, too —  
There's Sammy Squirrel — he's watching you!

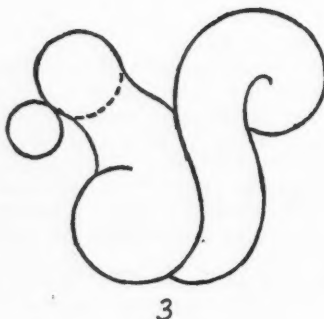
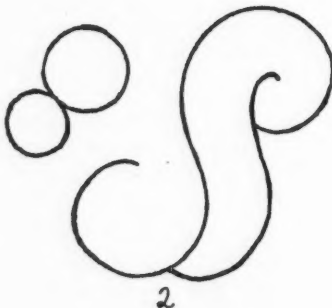
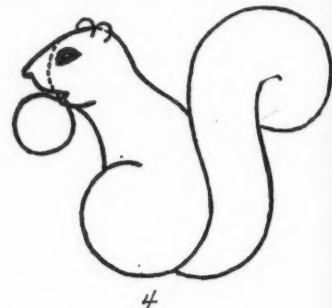
5

Draw his dear little paws; make them nice and neat  
And Sammy Soon will be complete.

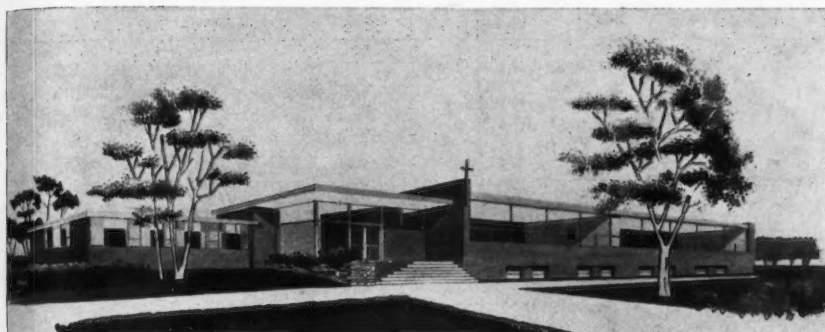
6

Now shape his acorn — we'll soon be done;  
Fuzz his frisky tail — oh, that was fun!  
Dear little squirrel, so bright and gay,  
We'll give you our nuts — please come today!

\*P. O. Box 203, Oconomowoc, Wis.



# The Fabric of the School



*St. Patrick's School, Convent, and Parish Hall, Bethel, Kans.  
Kivett & Meyers, Architects, Kansas City, Mo.*

## A Combined School, Convent, and Parish Hall

St. Patrick's school, convent, and parish hall at Bethel, Kans., was occupied in September, 1949, after only four months of construction work.

The building is finished in red brick with wood trimming on a concrete foundation with steel bar joists, steel deck, and tar and gravel roof.

The school has an office and two classrooms with provision for six more rooms. A parish hall and kitchen is in the basement. At present only the first four grades are enrolled.

The convent consists of a living room, a workroom, a dining room, a kitchen, a laundry room, storage space, four bedrooms, and two bathrooms.

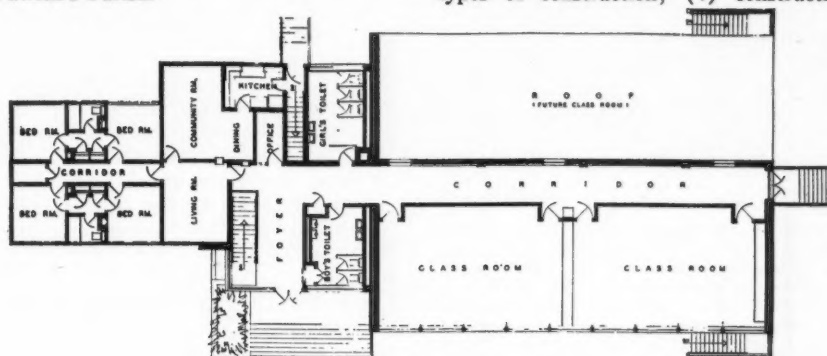
Classroom walls are plastered over the concrete blocks. Floors are covered with asphalt tile and ceilings are finished in acoustical material. Stair finish is concrete block with tile wainscot four feet high. Toilet rooms have tile wainscot.

Heat is supplied by a gas-fired steam boiler. Exhaust fan ventilation is provided. Temperature is regulated by air-controlled thermostats. Fluorescent lighting is used.

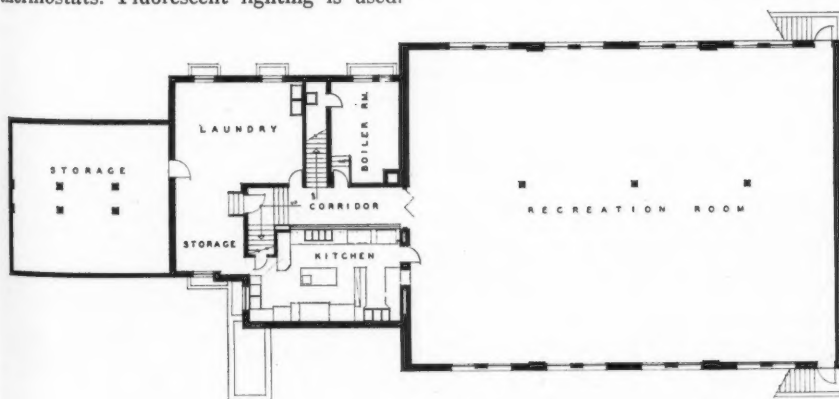
The building, with a capacity of 100 pupils, was erected at a cost of \$95,000 with \$5,000 worth of equipment. The cost per cubic foot was 81 cents and the cost per pupil was \$950.

Kivett & Meyers, of Kansas City, Mo., planned the structure and the Quinlan Construction Co. erected the building.

Rev. William P. Dolan is pastor of St. Patrick's Parish.



*First Floor Plan.*



*Basement Floor Plan.*

## A School Building Institute

Following the present demand for increased school facilities, the Archdiocese of St. Paul has eight schools under construction and more than 20 in the planning stage. Since the pastors have the major responsibility for building programs in their parishes and few of them have had special training for the decisions they are expected to make, Rev. R. J. Connoles, superintendent of schools for the Archdiocese, resolved to help them. He and his assistant, Rev. John C. Ward, planned a building institute to which they invited all pastors of the state of Minnesota, as well as architects and builders.

The School Building Institute, sponsored by the bureau of education of the Archdiocese of St. Paul, in co-operation with the American Institute of Architects (St. Paul and Minneapolis chapters), and the Associated General Contractors of Minnesota, was held at The College of St. Thomas, St. Paul, Minn., February 7-8.

There were six panel discussions on specific phases of school building, namely: (1) owner-architect-contractor relationships; (2) providing adequate facilities for the educational program; (3) layouts and types of construction; (4) construction

details; (5) heating and ventilating; (6) classroom lighting and electrical services.

The first panel considered long-range planning with architect and builder. It included such questions as the selection of the architect, the data he needs, his relation to the owner and to the contractor.

The second panel took up the necessity of planning the building to suit the educational activities conducted by the school — adequate classrooms, library, principal's office, nurse's room, playrooms, lunchrooms.

The various types of buildings, from frame to completely fireproof, were discussed in the third panel. This included building codes and costs of both construction and maintenance.

# Audio-Visual Aids: A Cooperative Service

## Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.\* Compiler

### G. Two Views on Socialism

16mm. Sound. 20 min. Coronet Films, Coronet Building, Chicago 1, Ill. Color and black and white.

**Contents:** Specially designed to stimulate an intelligent discussion on the difference between socialism and capitalism. It will help students gain a necessary understanding of socialism. The basic charges leveled by socialists against capitalistic society are made and effectively answered.

**Appraisal:** An excellent device to provoke a discussion about an important economic problem.

**Utilization:** For junior and senior high schools and college classes. This film should be used as a basis for further study about these problems.

### G. How We Co-operate

16mm. Sound. 11 min. Coronet Films, Coronet Building, Chicago 1, Ill. Color and black and white.

**Contents:** Students learn here what co-operation is, the value to be derived from it, and they see some of the most important "settings" in which we should co-operate. The functions of purpose, effort, and planning in co-operation are stressed.

**Appraisal:** An excellent tool for teachers and students. We need a thorough understanding of what we can gain by means of co-operation with our neighbors.

**Utilization:** For junior and senior high schools. Before and after seeing the film, the classes should be asked for their understanding of what is meant by co-operation. The before and after discussions should bring about a better understanding of the values of considering the duties and the rights of others.

### G. Overcoming Fear

16mm. Sound. 18 min. Coronet Films, Coronet Building, Chicago 1, Ill. Color and black and white.

**Contents:** The values of courage in meeting problems in everyday living are shown in this film. Courage is presented as an attitude which can be developed and cowardice is shown to be a characteristic that is specific. How overcoming fear can make a better all-round person is the lesson found here. The film will prove most valuable to many youngsters.

**Utilization:** For junior and senior high schools. After viewing the film a class discussion will bring out specific situations that engender fear in one or more of the members of the class. Try to bring out a situation where some pupil can refer to a specific type of situation that causes him to be afraid.

### X. France: Background for Literature

16mm. Sound. 11 min. Coronet Films, Coronet Building, Chicago 1, Ill. Color and black and white.

**Contents:** The presentation of the France that your students have read about in some of the stories studied in French literature. The views will also provide a background for stories by Dickens and Poe.

**Appraisal:** A fine film of a beautiful country.  
**Utilization:** For junior and senior high school classes in French and English literature. This film should be used as a basis for special class projects on France.

### X. The Story of the Pope

16mm. Sound. 1 hr. 10 min. Cornell Films, 1697 Broadway, New York, N. Y. Black and white.

**Contents:** The life of Pope Pius XII. The death of Pope Pius XI and the election proceedings of Pope Pius XII. The presentations for the elections and the arrival of the Cardinals is shown. The various workers and departments of the Vatican City are described by Monsignor Fulton Sheen, the narrator. An introduction by Cardinal Spellman proceeds the film itself. Pope Pius XII is shown during his early days and his education through the seminary and ordination. His consecration as bishop and his work and travels as Papal Secretary of State, are presented. A number of audiences are shown and also scenes at his summer residence, Castle Gandolfo.

**Appraisal:** This is an excellent film.

**Utilization:** For junior and senior high schools and colleges. Also adult groups.

### THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

### X. Holy Year 1950

36mm. Film strip. Cultural Films, Inc., 62 William Street, New York 5, N. Y. 56 frames. Black and white.

**Contents:** This film strip is prepared by Rev. William J. Gibbons, S.J., and explains the history of the Christian jubilee throughout the ages. It begins in 1267 and shows Pope Boniface VIII decreeing the first jubilee in 1300. Pope Clement VI, in 1343, ordered a jubilee every fifty years. The information is brought up to the present 1950 jubilee. The various services connected with the jubilee celebration in Rome are shown.

**Appraisal:** A most appropriate and timely film strip. The photography is excellent and should provide great interests among the faithful.

**Utilization:** For junior and senior high schools, colleges, and adult groups.

### X. Miracle of the Soul

35mm. Film strip. Cultural Films, Inc., 62 William Street, New York 5, N. Y. 63 frames. Black and white.

**Contents:** This film was prepared under the supervision of Father William J. Gibbons, S.J. It describes the Catholic concept of man, the

creation of the world, and the creation of man. The difference between man and other creatures is discussed. The presentation of the things man can do which minerals or plants or animals cannot do is made. Inventions, his social plan, his free will and conscience are sighted as differences between men and brother beings in the world.

**Appraisal:** An excellent basis for a discussion of an important topic.

**Utilization:** For junior and senior high schools, colleges, and adult groups.

### X. Glen Wakes Up

16mm. Sound. 11 min. Young America Films, Inc., 18 East 41st Street, New York 17, N. Y. Black and white.

**Contents:** A presentation of the importance of being a "good citizen" in the home, the school, and the community. Designed to stimulate a desire to share responsibilities and privileges, and to build desirable attitudes toward the individual relationships with others in home, school, and community groups. Built around the story of Glen, a young boy who begins to feel that everyone has turned against him; of the strange experience Glen has one night; and how he discovers that life holds more fun, more pleasure, more satisfaction when he shoulders his share of responsibilities in everyday life.

**Appraisal:** A very good down-to-earth film.

**Utilization:** For elementary and junior high school classes in social studies.

### X. Speech: Platform Posture and Appearance

16mm. Sound. 10 min. Young America Films, Inc., 18 East 41st Street, New York 17, N. Y. Black and white.

**Contents:** This film deals with the importance of good appearance and proper posture to the public speaker's success. Each element is treated in detail from the viewpoint of the inexperienced speaker, as the film points out that the audience is impressed as much by what it sees as by what it hears.

**Appraisal:** An excellent film.

**Utilization:** For speech classes in high schools and colleges.

### X. Life of a Plant

16mm. Sound. 11 min. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Ill. Color.

**Contents:** Using the garden pea as a representative flowering plant, the film permits the viewer to watch a plant grow in a few seconds by means of time-lapse photography. The growth processes shown would require several weeks in nature. Starting with an extreme close-up of a pea seed, the film shows the embryo germinate and discloses the roots and the stem beginning to grow. It shows that a root grows only at its tip, changing direction to pass around obstacles in its path, and anchoring the plant into the soil. As the stem pushes up through the soil, the leaves unfold and the growing plant seems to nod, due to unequal rates of growth on various sides of the stem and leaves. Finally, flower buds appear, and then seed pods in which the seeds of the plant are developing to maturity.

**Appraisal:** Excellent photographic technique.

**Utilization:** For all levels in school.

### X. Copper: Mining and Smelting

16mm. Sound. 11 min. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Ill. Color.

**Contents:** A large open pit mine at Bingham, Utah, was the scene of the initial sequences of the film which shows that in order to uncover the ore from this mine, it is necessary to blast down and haul away the "mountains" of earth

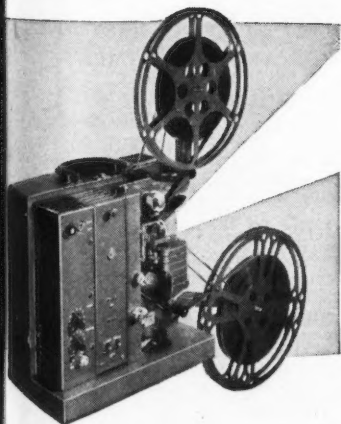
(Concluded on page 18A)

\*Registrar and Professor of Education, Marquette University, Milwaukee, Wis.

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representative, will display these and other texts at Booth A-21.****HARCOURT, BRACE AND COMPANY***New York 17, N. Y.***Audio-Visual Aids***(Concluded from page 138)*

that lie on top of it. Holes are drilled through the rock, then all water, mud and loose earth are forced out of the holes by air pressure, leaving them clean and ready to be loaded with dynamite. After the blasting operation, huge power shovels haul away the earth. As the levels of the pit are blasted back, a track moving machine picks up the railroad tracks and sets them down beside the shovels which load the empty ore cars for the mill. At the mill, ore rock is ground many times into a powder which is mixed with water and chemicals to make the mixture froth. The "flotation process" is depicted by which ore particles containing copper sulfide float to the top of the mixture, are drawn off, and moved

on through the processes from which copper concentrate (30 per cent pure copper) is obtained. In sequence, the concentrate goes to the smelter, the roaster, and to furnaces heated to almost 2800 degrees Fahrenheit, until, 99 per cent pure, the metal is poured into molds to form ingots of "blister" copper, ready to be processed for many industrial uses such as telephone cables, electric wire, and wrapping for motor generators.

**Appraisal:** An excellent device to illustrate an interesting topic.

**Utilization:** For geography and social study classes in junior and senior high schools.

**X. Yours Is the Land**

16mm. Sound. 20 min. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill. Color.

**Contents:** This film shows the productive area of the earth, illustrates that three quarters of it

is covered by water, and that much of the remaining surface is waste land, so that only two acres of potentially productive land exist for each of the world's two billion people. After evidence that a long-range world-wide conservation plan is essential, *Yours Is the Land* closes with an admonition to every citizen to realize the facts and act now to insure an orderly management of our vital resources so that they may be replenished before they are destroyed, leaving the world to face starvation.

**Appraisal:** John Storer, world-famed wild-life cameraman, traveled 12,000 miles to photograph this film. He has done a beautiful job.

**Utilization:** For classes studying the general problem of conservation of our natural resources.

**Catholic  
Education News****AD MULTOS ANNOS****Two Sisters Mark Jubilees**

SISTER MARY, S.S.J., and SISTER EDWARD, S.S.J., celebrated their diamond and golden jubilees respectively recently. The two Sisters donned their habits ten years apart in the Sisters of St. Joseph, Nazareth, Mich.

**Golden Anniversary**

SISTER M. ALOYSIA, R.S.M., who had taught for the past 50 years in schools of her community recently observed her jubilee. Sister Aloysia taught in Chicago, Dundee, and Sycamore, Ill., and in Milwaukee and Butler, Wis.

**60 Years a Brother**

BROTHER BINEN MICHAEL, F.S.C., former principal of many New York City schools commemorated his diamond jubilee recently at La Salle School, Albany, N. Y., where he is a member of the faculty.

**Dominican Centennial**

The Dominican Nuns of the congregation of the Holy Name in San Rafael marked their 100th year in California recently with a solemn Mass followed by a reception and luncheon. Starting with Mother Marie Goemaere, who came from Paris in 1850 at the request of Bishop Alemany, the congregation now embraces 21 houses in California and Nevada.

**Diamond Jubilee**

SISTER MARY OF THE IMMACULATE HEART OF MARY recently celebrated her diamond jubilee as a Sister of St. Joseph at Kalamazoo, Mich. She was the first director of education of the order and served for many years as principal of Nazareth Academy.

**HONORS AND APPOINTMENTS****M.A. to Brazilian Priest**

REV. ULYSSES GALVAO, of Rio de Janeiro, Brazil, recently received his degree of master of arts in the Department of Psychology of Columbia University. He is the first Brazilian to receive the M.A. from Columbia.

**Three Scientists Honored**

Honorary life memberships in the Catholic Round Table of Scientists were awarded to SISTER M. ELLEN, O.P., chairman of the department of natural sciences and mathematics at Rosary College; RT. REV. MSGR. U. A. HAUBER, professor of biology at St. Ambrose college, and PROF. HUGH SCOTT TAYLOR, dean of the graduate school of science, Princeton University, at a recent meeting of the council in New York. The three are members of the Catholic Commission on Intellectual and Cultural Affairs.

*(Continued on page 20A)*

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take-up reel, radio-  
phone plug, speaker  
and amplifier.

### Features of the New AMPRO MAGNETIC TAPE RECORDER AND PLAYBACK UNIT

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Today's greatest tape recorder value—only \$94.50 complete! This unit offers features not found on recorders selling for up to 50% more.

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Almost twice as much recorded material on each reel of re-usable tape... as compared with conventional tape recorders!

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The new design of this recorder makes possible drastic savings... in weight and bulk. It weighs less than any other recorder on the market today—a mere 15 pounds—complete, in case.

#### 4 Simplest to Operate

A young child can operate this recorder. Operation has been reduced to its simplest terms. There are no complicated gadgets to confuse the operator.

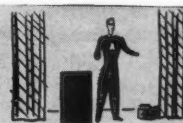
#### 5 Engineered, Built and Guaranteed by Ampro

... a name famous for more than 20 years for fine craftsmanship in the design and manufacture of precision motion picture equipment.

**SEND COUPON FOR CIRCULAR** giving full details, specifications, and illustrating many school uses for this basically new tape recorder.



**SPEECH CORRECTION** can be speeded up, made more effective through the use of before and after tape recordings of students' speech defects.



**PUBLIC SPEAKING** classes may make recordings of student speeches for later play-back with corrections and criticisms.



**FOREIGN LANGUAGE** classes can make effective use of tape recordings of expert foreign linguists... checking their class recitations with the recorded sequence.



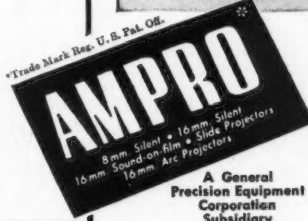
**CONTROLLED DICTATION** for shorthand and secretarial classes is possible with handy, low cost tape recordings which may be used over and over again.



**SLIDES and FILMSTRIPS** are far more effective in class studies through the use of tape recorded commentaries and backgrounds.



**TEACHING MUSIC** can be simplified by using tape recordings of professional musicians... comparing students' efforts, making comparisons and corrections.



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**AMPRO CORPORATION**  
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Gentlemen:

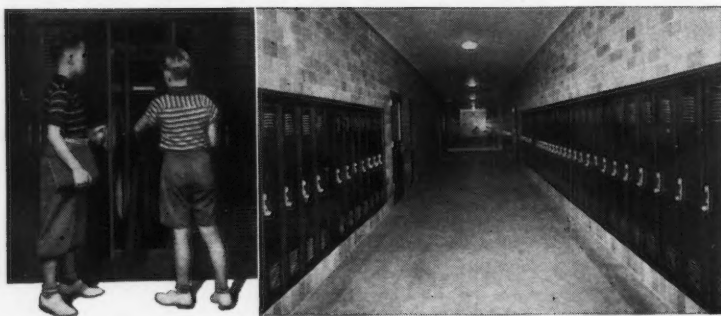
Please rush me full details and specifications on the new low cost Ampro Tape Recorder and Playback Unit.

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Key Cabinets  
Lockers  
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## Catholic Education News

(Continued from page 18A)

### Dominican Author at Loyola

REV. WALTER FARRELL, O.P., author of the four-volume *Companion to the Summa* is now on the faculty of Loyola University School of Law in Chicago. During the present spring semester he is teaching jurisprudence as laid down by St. Thomas Aquinas in his tract on law.

### Architects' Society at C.U.

WILLIAM F. HEINEMAN, a member of the class of 1952 of the school of architecture of the Catholic University of America, has been named secretary of the newly formed Society of Beaux Arts Architects at the University.

### Irish Franciscan Wins Rare Degree

VERY REV. ALEXANDER KERRIGAN, O.F.M., who was born in Athlone, County Westmeath, Ireland, is the first Irishman to obtain the doctorate of Scripture at the Institute of Biblical Studies in Rome. This degree is held by only a few scholars throughout the world.

### V.F.W. Honors Benedictine

REV. JEROME TONER, O.S.B., of St. Martin's College of Lacey, Wash., has been given the medal of the Veterans of Foreign Wars in recognition of his work as a labor mediator.

### Father Meehan Appointed Editor

REV. THOMAS A. MEEHAN has been named editor of *The New World*, Chicago archdiocesan newspaper. Father Meehan is the author of many books, among them the novel which served as the background for the movie, "Citizen Saint."

### Father Carroll Transferred

REV. JOSEPH CARROLL, S.J., business manager of the America Press, publishers of *America*, Catholic weekly review and *The Catholic Mind*, has been transferred to the University of San Francisco. Father Carroll has been business manager of the America Press since 1943.

### Dr. Tormey Named Dean

DR. HAROLD J. TORMEY, head of the department of chemistry at St. Bonaventure College since 1932 and member of the lay faculty since 1929, has been named dean of graduate studies.

### Dr. Schieder to IFCY

DR. JOSEPH E. SCHIEDER, national director of Catholic youth has been appointed a member of the executive committee of the International Federation of Catholic Youth.

### Exchange Posts

FATHER FRANCISCO HERRERA, San Jose, Costa Rica, and FATHER JOSEPH DOOLEY, Indianapolis, Ind., have exchanged teaching posts for the spring semester. Father Herrera is now teaching at Ladywood School, Indianapolis, and Father Dooley is teaching at the National University of Costa Rica.

### Appointments at Mount Mary

SISTER M. GERARDIS, S.S.N.D., is now teaching a course in the teaching of arithmetic for students in the department of elementary education at Mount Mary College, Milwaukee, Wis. Mrs. CHARLES PEDRO will take SISTER LELIA's place in the French department. SISTER LELIA is now the head of the Rome Convent of the Notre Dame Order.

### Research Grant to St. Joseph's

St. Joseph's College, Philadelphia, Pa., has been awarded a grant by the Research Corporation of New York City. The grant comes from the Frederick Gardner Cottrell Fund, and will be used to finance the extended study of the physical characteristics of a catalytic agent and its role in a chemical change. DR. WALLACE S. BRET, assistant professor of chemistry at St. Joseph's, is carrying on the research. He will be in charge of the project which will be enlarged as a result of the grant. Tuition-free fellowships have been awarded to two seniors, PATRICK J. HUNT and LAWRENCE J. ROWE, to aid Dr. Brey in this work.

### Student Decorated

JERZY JAN LERSKI, 33, a scholarship student in the political science department of the Georgetown University graduate school, has been decorated by the British Government for services rendered to the allied cause during World War II. Mr. Lerski, who was one of Poland's underground leaders during the war was awarded the King's Medal for Courage in the Cause of Freedom.

### Rhodes Scholarship

HERMAN HARDY HAMILTON, JR., a senior at the University of Notre Dame has been awarded a 1950 Rhodes Scholarship. Hamilton, who is from Montgomery, Ala., will be graduated from Notre Dame this June and enter Oxford in October to study jurisprudence.

### New Members of the Hierarchy

MOST REV. JOHN J. WRIGHT, auxiliary bishop of Boston, has been appointed head of the new Diocese of Worcester, Mass.

RT. REV. JOHN J. RUSSELL, pastor of Nativity Church, Washington, D. C., has been appointed bishop of Charleston, S. C.

RT. REV. MSGR. CHRISTOPHER J. WELDON of St. Patrick's Cathedral, New York City, has been appointed bishop of Springfield, Mass.

RT. REV. MSGR. GEORGE W. AHR, rector of

(Continued on page 23A)

## Catholic Education News

(Continued from page 20A)

Immaculate Conception Seminary, Ramsey P.O., Darlington, N. J., has been named bishop of Trenton, N. J.

### Named to N.C.C.

Two officials of the Commission on American Citizenship of the Catholic University of America have been named to posts on the National Conference on Citizenship. Most Rev. FRANCIS J. Hass, bishop of Grand Rapids and chairman of the executive committee of the Commission, has been appointed a member of the planning of the National Conference by National Chairman Dr. Evens E. Evans; Rt. Rev. Msgr. FREDERICK G. HOCHWALT, director of the Commission, has been named a member of the advisory committee of the National Conference by Attorney General McGrath, general chairman of the organization.

### REQUIESCANT IN PACE

● SISTER MARY BASILLA, member of the Sisters of Charity, B.V.M., for 72 years, died at Dubuque, Iowa, recently. Funeral services were held in Mount Carmel motherhouse chapel there.

● SISTER M. BERNARDIN, O.S.F., teacher at Alvernia High School, Chicago, died January 29. Sister Bernardin taught at Alvernia since it opened in 1924.

● BROTHER CLEMENT, F.S.C., a member of the Christian Brothers for 62 years, died in Sante Fe, N. Mex., February 4. Brother Clement was born in Brittany in 1873. After anti-Catholic laws forced him to leave Brittany he went to Mexico where he taught until he was forced to flee again by Mexican religious persecution. In 1916 he came to the United States and taught in Christian Brother schools here until the time of his death.

● SISTER M. PATRICE ROUSE, R.S.M., a member of the community of the Sisters of Mercy since 1904, died at Cedar Rapids, Iowa, recently. Sister M. Patrice was procurator for the community for six years.

● REV. THOMAS A. O'MALLEY, S.J., former teacher at St. Louis University, died January 29. He had celebrated his 50th anniversary of ordination to the priesthood in 1949.

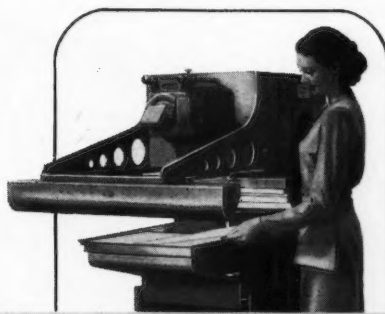
● SISTER M. ANTHONY, the last living member of a band of Franciscan nuns who founded the St. Francis motherhouse at Breckenridge, Minn., died recently. Sister Mary Anthony, who was 89, entered the order in 1880. She was known for her begging tours on behalf of hospitals and orphanages operated by the Franciscans.

● REV. J. ROGER LYONS, S.J., a national director of the Sodality of Our Lady, died in St. Louis recently. Father Lyons spent most of his priesthood in Sodality work. He was ordained in 1929 and began Sodality work in 1930.

● MOTHER MARY MAGDALEN, O.P., prioress of the Dominican Monastery of the Mother of God since 1940, died February 3, 1950, after spending 31 years in the Dominican order.

● MOTHER GRACE ALICE, who worked with Mother Cabrini when that saint was beginning work that led to sanctification, died January 4. She was the supervisor and superior of Columbus Hospital in Chicago for 30 years.

● MOST REV. WM. FRANCIS MURPHY, bishop of Saginaw, Mich., died February 7.



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● The new Record Dexigraph speeds and simplifies preparation of student transcripts and copying of all administrative records. You can make as many as 300 exposures per hour. Separate development permits continuous operation of the camera. Your Dexigraph copies are clear, easily read and permanent, complete and accurate. No proofreading is required.

Dexigraph is simple to operate. A clerk or student can use it. You can easily move the Dexigraph to any department, next

to your records. It plugs into any standard electrical outlet. No plumbing or special wiring is needed at point-of-use.

Records up to 9 3/4" x 14" can be copied with the new Record Dexigraph at same size or at any of five reductions down to 50% of original size. Larger records up to 14" x 17" can be copied at various smaller sizes for easier handling and filing. Dexigraph paper sensitized on one or both sides is pre-cut to standard sizes—eliminates trimming, keeps print cost to a minimum.



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### SIGNIFICANT BITS OF NEWS

#### Business Man Enters Seminary

John J. O'Neil, treasurer for the General Tire & Rubber Co., Akron, Ohio, resigned his post recently to study for the priesthood. He expects to enroll at St. Charles' prep seminary, Baltimore. He is a graduate of Holy Cross College and Harvard Law School.

#### Institute Gabriel Lectures

The National Catholic Educational Association has instituted an annual lecture series named after Father Gabriel Richard, a pioneer in American education. The lectures are aimed at arousing the interest of American intellectuals both inside and outside the Church. The speaker and subject will be chosen by a special committee of the NCEA each year, and a different university will sponsor the function. The first of

the Gabriel series will be given by Dr. Ross J. S. Hoffman of Fordham University at the University of Detroit next November.

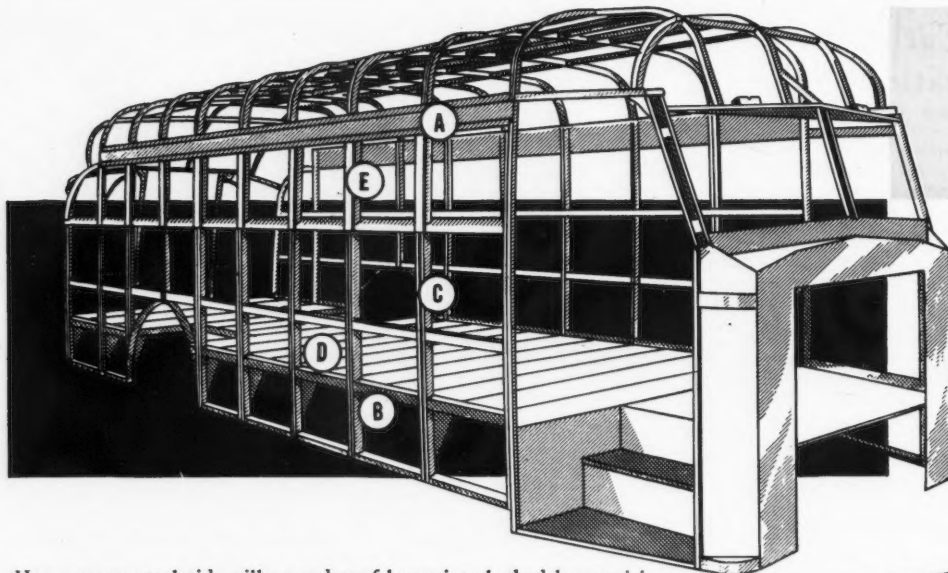
#### Bishop's Fund Handbook

A handbook for teachers is now available from the Commission on American Citizenship at the Catholic University of America. It contains material and ideas for getting the children interested in youngsters of other countries, and their troubles and problems. Participation in this fund is a good method of teaching Christian charity.

#### Colorado Nuns Sue for Salary

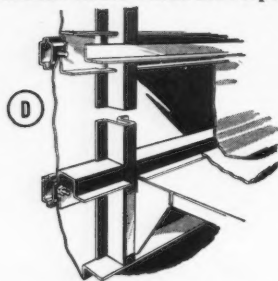
Two nuns teaching in public school at Fleming, Colo., have filed suit to collect money due to them as salary. The county treasurer has refused to pay their salary since last October. The treasurer, W. F. Alexander, is one of the defend-

(Continued on page 26A)

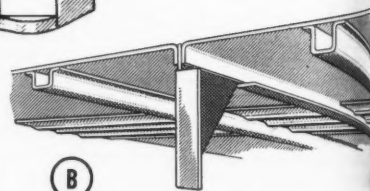


Heavy-gauge steel side pillars and roof bows interlocked by precision welding with 20 longitudinal members—7 on each side and 6 on the roof—form "A Cradle of Steel" that shield Oneida Bus passengers from road hazards. The sturdy platform structure, featuring I-Beam construction, is joined to the frame at its base with heavy steel gusset plates. This integrated type of construction results in a complete unit that does not depend upon side body panels for strength . . . assures maximum protection against body failure due to impact, stress, strain or torsional twist.

The sectional drawings below and at right provide graphic proof of hidden values which are responsible for Oneida superiority.

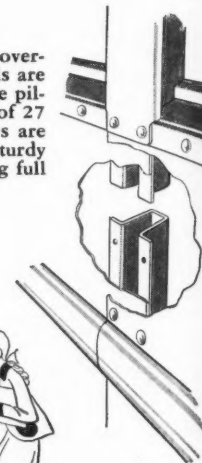
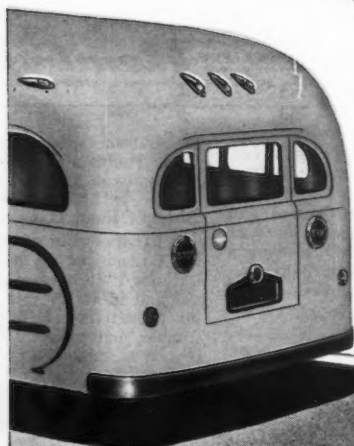


**Anchor-Rib-Frame**—Heavy gauge gusset plates are used to reinforce deck structure by arc welding to side pillars that extend below floor level to a skirt rail. This technique in construction is similar to that used in bridge building to compensate for stresses and strains.



**Accordo-Steel Platform**—Flanged steel deck panels are gusseted to pillars every 27 inches. A  $\frac{1}{8}$ " x 2" angle is inserted between each deck panel forming an I-Beam type structure. Heavy gauge steel hat-shape crossmembers reinforce deck panels between I-Beam structure points. Embossed-steel supports extend full length of platform on sides.

**Double Riveted Body Panels**—Heavy overlapping 20-gauge steel body panels are double-riveted to "hat-shaped" side pillars and roof bows at increments of 27 inches. Side pillars and roof bows are strengthened by a total of twenty sturdy longitudinal steel strainers running full length of sides and roof of body.



# Handle of Steel from Wheel to Wheel!

**Interlocked Roof Construction**—Hat-shaped, 16-gauge steel roof bows are welded and anchored to two main Z-shaped longitudinal roof rails. This interlocking or telescoping principle of joining roof and side members provides added strength to crowned roof structure.



**Split-Frame Safety Sash**—Bottom section of sash is stationary, thereby keeping passengers' heads and arms inside. Top section lowers to provide efficient ventilation. Trade-marked safety glass is used throughout. A rubber seal added to a solid belt rail assures a dust, draft and water-proof unit which prevents body corrosion.



## AMERICA'S MOST FAMOUS SCHOOL BUS BODY

A SERVICE to School Boards, Oneida portrays in the two pages some of the principles of engineering and construction that distinguish Oneida School Bus Bodies.

**Handle of Steel from Wheel to Wheel**—Oneida Buses are built for the hard, daily grind—year in, year out. They are built to provide the utmost in safety, passenger comfort and long, trouble-free life.

Designed and engineered to fit every leading chassis—Oneida Safety School Bus Bodies create a smooth and streamlined unit of transportation.

Models ranging in capacities from 16 to 66 passengers permit tailoring of Oneida equipment to meet the requirements of individual School Boards.

Across the country, literally thousands of Oneida Bus Bodies are turning in a type of performance record that offers School Boards a new, tangible reason for always specifying Oneida.

Remember, Oneida was the first to meet or exceed, in every detail, the new N.E.A. standards. For the complete "Inside Story"—write Oneida, today!

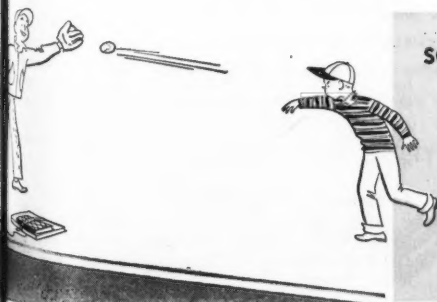
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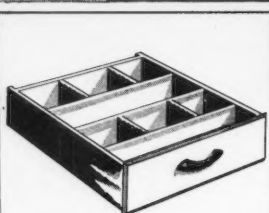
**COMPLETE OR PARTIAL INSTALLATION  
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Whether your requirement is a few additional pieces of furniture or fully equipped new departments . . . laboratories, homemaking, art, vocational or industrial shops . . . Sheldon provides standard and modified units that are outstanding for excellence of design and construction . . . qualities that long and hard usage only serve to emphasize. In experience and facilities, Sheldon is unsurpassed; and Sheldon's record of customer satisfaction is unique.

**Look TO SHELTON**

**For LEADERSHIP!**

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equipment problem**



daughter five hours a day of third-grade work and that the child had been tested and found to be equal to third graders instructed in the public schools.

#### RELIGIOUS ORDERS

##### Nun Serves 18 Years in Africa

Sister Juliette, a member of the Order of the Union of the Sacred Heart recently returned to Pawtucket, R. I., her home to gather supplies for her missionary work in French Cameroons, Africa. Sister Juliette is one of the few women who possess the highest award of the French Government, the Legion of Honor.

##### Dr. Hamann Joins Christian Brothers

Dr. C. B. Hamann, formerly with the cancer research laboratory at the Massachusetts Eye and Ear Infirmary, the University of Kentucky, and Purdue University, has joined the Brothers of Christian Instruction, it was announced by the Notre Dame Institute at Cincinnati, Ohio.

##### Benedictines Buy Site in South Dakota

The Benedictine Monks from St. Meinrad, Ind., have purchased a site for their new monastery and school a mile and a half southeast of Marvin, S. Dak. Building operations will begin this spring on the 380-acre farm. Thirty-four monks will staff the new school which will be for the instruction of Benedictine priests both for work at the monastery and in their Indian missions.

##### Society of St. Paul Journalism Study

The Society of St. Paul at Canfield, Ohio, has published a book compiled from the writings of Catholic authors, editors, and journalists. Called *The Catholic Voice*, it was edited by Rev. Theodore J. Vittoria, of the Society of St. Paul.

##### Franciscan School in Brazil

Rev. John Francis Granahan, O.F.M., is establishing a school in Catalo, Brazil, where he has been a missionary for six years. Previous to his work there was only a "Spiritualist" school. Father Granahan bought a school which is now staffed with 13 teachers instructing 300 pupils and is planning expansion.

#### EDUCATIONAL MEETINGS

##### Provinces Plan Congress

Ten U. S. church provinces are planning regional congresses of the Confraternity of Christian Doctrine preparing for a Holy Year Congress in Rome next October. Summaries of the regional congresses held in their respective areas will be brought to the International Congress of Religious Instruction in Rome by the delegates from every diocese in the world. Sessions will cover methods of diocesan and parish teaching of religion to adults and children.

##### Christian Brothers' Conference

The fourth annual educational conference of the Christian Brothers of Ireland engaged in teaching in the schools of the Archdiocese of New York was held recently in Rice High school there.

##### C.B.E. Meets at DePaul

The Catholic Business Education Association held its third annual meeting of the midwest unit at DePaul University, Chicago, Ill., on February 18, 1950. Rev. E. J. Kammer, C.M., dean of the college of commerce, welcomed the participants.

##### Congress at Little Rock

Little Rock, Ark., will be the convention city for the 1950 regional Confraternity of Christian Doctrine congress, of the province of New Orleans this fall.

(Continued on page 28A)

## Catholic Education News

(Continued from page 23A)

ants named in the Outcault suit, which charged that public funds were being used to maintain St. Peter's school which the county has rented and conducted as a public school. The two nuns are teachers at St. Peter's.

##### Parents Win Test Case

The Illinois State Supreme Court recently upheld the right of a couple from Greenfield, Ill., to keep their young daughter out of public school and educate her at home. The couple are Seventh Day Adventists, the father a minister of that faith, and the mother with college teacher training. The parents felt that public school

training brought out pugnacious traits in their child and did not give her "the necessary atmosphere of faith in the Bible."

In setting forth judgment, the court stated the Illinois compulsory school attendance law which requires that parents of a child between 7 and 16 must send that child to a public school or to a "private or parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools."

In their interpretation the justices agreed that "a school, in the ordinary meaning of the word, is a place where instruction is imparted to the young, that the number of persons being taught does not determine whether the place is a school, and that by receiving instruction in her home in the manner shown by the evidence the child was attending a private school."

It was shown at the hearing that the girl's mother used her previous training to give her

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The Superior Pioneer All-Steel Safety School Coach far exceeds minimum safety standards—offers vital protection provided by no other bus—gives you today's greatest dollar-for-dollar value. Write for more

information on this outstanding new school coach built by the manufacturer that has pioneered most of the "Safety Firsts" that are standard on school buses today—Superior Coach Corporation, Lima, Ohio.



## JOE PALOOKA SAYS—

"School bus safety rules are about the same as those for winning a fight."

Ham Fisher, creator of America's No. 1 comic strip hero, has cooperated in providing an attention-compelling poster for your bulletin boards and a handy comic booklet for distribution to your pupils. Joe Palooka's valuable tips make boys and girls feel that it's smart to observe school bus safety rules. Send for these free aids to safety education now!

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the appetite for a buffet meal . . . to bring out the flavor of roast or steak. These sauces are concocted especially for your use, in our Sunshine Kitchens, from the finest ingredients. Your table test will prove them best.

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## Catholic Education News

(Continued from page 26A)

### Consuls Speak at Convention

A panel discussion by consuls general of six foreign countries will be one of the highlights of the 47th annual convention of the National Catholic Educational Association being held in New Orleans, April 11-14.

### Franciscan Education Conference

The Franciscan Orders will hold their annual Franciscan Educational Conference August 16, 17, and 18 at Cardinal Stritch College, Milwaukee 1, Wis.

## SCHOOL NEWS

### New Classes in Boston

Pupils in the Catholic schools of Boston soon will attend classes in science, health, and safety education. Teachers have been taking a workshop course in handling these subjects from Sister M. Celine of Cleveland, who set up a similar course in her home diocese.

### Sodalists Teach Catechism

New Orleans high school students have become catechists and will inaugurate courses in Christian doctrine for children in the near future. Four of the city's parishes requested teachers to instruct children who do not learn their catechism in Catholic schools or released-time classes. The young teachers are members of the High School Union Sodality.

### Night Football—Girl Cheerleaders Out

Bishop James E. Cassidy of Fall River, Mass., has ordered discontinued the practice of night football games in Catholic high schools in his diocese. He stated that students were over-emphasizing the physical side of things, rather than the scholastic. He also discontinued the introduction of girl cheerleaders at athletic events, "clad mostly in the garb of circus tight rope trapeze performers, or bareback riders."

### Ursuline Academy Key School

Ursuline Academy, New Orleans, has been selected as the key private school in the evaluation program of the Southern association's co-operative study in elementary education. Faculty meetings are being held to discuss the curriculum, philosophy, and extracurricular activities of the school. This spring the Louisiana Committee on Elementary Education will send representatives to visit the school to give their evaluation.

## BUILDING NEWS

### New Cleveland High School

A new high school for boys, St. Edward's in Detroit, should be ready for occupancy by next September. The Holy Cross Brothers have been conducting the school in temporary quarters, but plan to move into the new structure by fall. The 26 classroom structure will have facilities for 1000 students. The building is T shaped with two floors facing the front and three floors facing the rear. Besides the classrooms there will be three laboratories and an art room. Administration offices and a library will be in the central section of the building. Floors will be of reinforced concrete with linoleum covering in the classrooms and terrazzo finish in the corridors, toilet rooms, and stairwells. Outer walls will be of face brick with stone trimming. The unit also includes a two story gym building and a rectory.

### New Academy at West Palm Beach

The new Rosarian Academy chapel and school building at West Palm Beach, Fla., were dedicated recently. The unit consists of a chapel seating 350 and an eight classroom school building. The architects strove for cool buildings for tropical Florida, by location of the building with regard to prevailing winds. The pews of the chapel were designed for the climate with open backs and ends. On the east exterior of the chapel a 12-ft. stainless steel cross is set against a background of cast stone. The classroom building consists of eight standard classrooms, plus a large biology laboratory, sewing room, and especially designed home-economics room. Administrations offices and a library are at the west end of the building. A health room for medical examinations and health records is on the east end. A covered passageway in front of the classrooms serves as corridor. The passageway also connects with the chapel and the main dormitory building on the campus.

### Christian Brothers Buy Mansion

Brothers of the Christian Schools recently bought the Ronale Manor in Elkins Park, Philadelphia, Pa., to be used as a house of studies for student members of their society. Included in the transaction are 46 acres of ground immediately surrounding the mansion house, a swimming pool, a gymnasium, tennis courts, an eight-room butler's house and a twelve-room residence formerly occupied by the owner's secretary. Ronale Manor was purchased because in the past few years De La Salle College, the Christian Brothers' Scholasticate at the Catholic University, Washington, D. C., has been so overcrowded that another scholasticate building had to be secured to provide accommodations for the increasing number of candidates applying to become Christian Brothers.

(Continued on page 30A)

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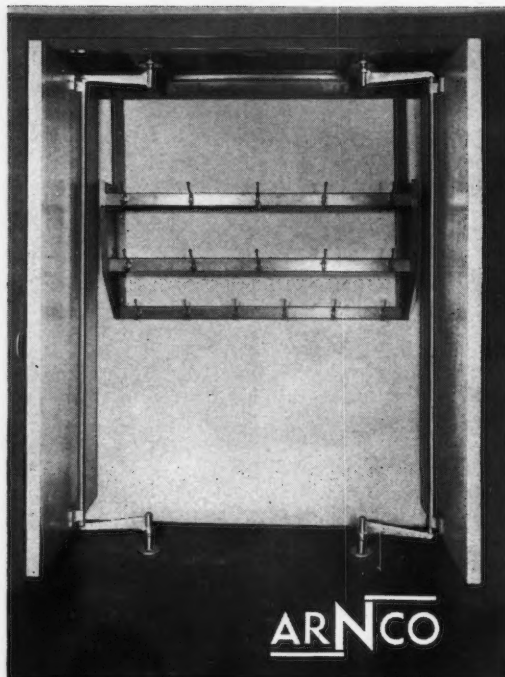
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## Catholic Education News

(Continued from page 28A)

### Dubuque Parish Plans School

St. Joseph's Parish, Dubuque, Iowa, will begin construction of a new school and temporary church early this spring. The building will be of "modern American" architecture, built of brick and glass and trimmed in Wisconsin limestone. The temporary church will seat 600 and will be converted into an auditorium when St. Joseph's Church is eventually built. There will be nine classrooms in the school in addition to the kindergarten room, utility rooms, a faculty conference room, a health room, and small kitchen. Off the kitchen there will be three rooms

with portable partitions that may be removed to make one large assembly room.

### New Richmond Diocese School

A new \$250,000 parochial school was opened in St. James' Parish, Falls Church, Va., recently, with an enrollment of 500. It contains 10 classrooms, a library, auditorium, medical and dental clinic, and a cafeteria.

### Florida School Dedicated

Formal dedication of the new Little Flower parochial school and auditorium in Hollywood, Fla., took place recently. Ground for the new buildings was broken in February of 1949 and the construction was completed in time to open last September. The school building is of two-story functional design. Eight classrooms are provided to accommodate the eight grades, but

provision has been made for additional space if future enrollments call for it. The kindergarten, planned as a separate unit, has its own porch and patio for recreational equipment. Maximum ventilation for the entire building is provided by large windows and outside corridors, each classroom opening directly to these covered arcades. The school can accommodate a peak enrollment of 450.

### Glass Wall in New School

The new school of Immaculate Conception Parish at Marrero, La., will have an entire wall of glass. In the steel and brick building, classrooms will be square instead of the usual oblong shape, each room four times the usual classroom size. Soundproof curtains will make it possible to partition off the rooms so four classes can be conducted at one time. There will be a combination gymnasium and auditorium. The school has a registration of about 330 pupils.

### New Louisiana School

Formal dedication of the new Holy Family School, Port Allen, La., took place recently. The new school has been in operation since September 7 and has 150 students taught by the Sisters Marianites of the Holy Cross. The building, erected at a cost of \$100,000, has nine classrooms, offices, a library, and kitchen. Pupils range from kindergarten through the first three grades. One grade will be added each year until the full eight grades are included in the curriculum.

### New Ohio School

Most Rev. Auxiliary Bishop George J. Rehring presided at the blessing and dedication of the new Visitation school in Mack, Ohio, recently. The new building, housing six classrooms and other school facilities was opened to 145 pupils last January.

### "Father Mac" Memorial

Ground was broken recently at Cathedral High School in Denver, Colo., for the "Father Mac" Memorial building which will be an annex of the high school. The building will honor the former pastor of the Cathedral Parish.

### Franciscans Build Mission

Blessing and dedication of St. Francis of Assisi Mission for the Colored, took place recently in Bessemer, Ala. The mission, built at a cost of \$350,000, includes a church, school, convent, and rectory.

## CONTESTS

### Freedom Foundation Awards

In addition to its general awards program for all Americans who "speak up for freedom," the Freedom Foundation has announced special awards to public, private, and parochial school systems.

The awards will be made on the basis of programs and material developed between September 1, 1949, and June 30, 1950. Entries should be made in the form of a 500-word description, plus all exhibits and documentation needed to explain the program and its results, and be mailed on or before July 4, 1950.

For further information write to Kenneth D. Wells, executive vice-president, Freedoms Foundation, Inc., Valley Forge, Pa.

### Juvenile Jury Art Contest

Five winners will be selected in the Juvenile Jury Art Contest which runs from March 15, 1950, until April 23, 1950. Boys and girls up to 11 years of age are eligible and may present any kind of art—pencil, charcoal, pen and ink, crayon, water color, oil color, casein color, or pastel.

The five winners will receive an oil painting set, a water color set, and an assortment of

(Continued on page 32A)



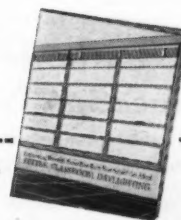
Architects Firestone and Lorscheider economically provided abundant daylight in St. Monica's School at Rochester, New York, with ceiling-high Fenestra Intermediate Projected Windows, light-colored Venetian blinds for light control, light-colored walls and ceilings to spread daylight.

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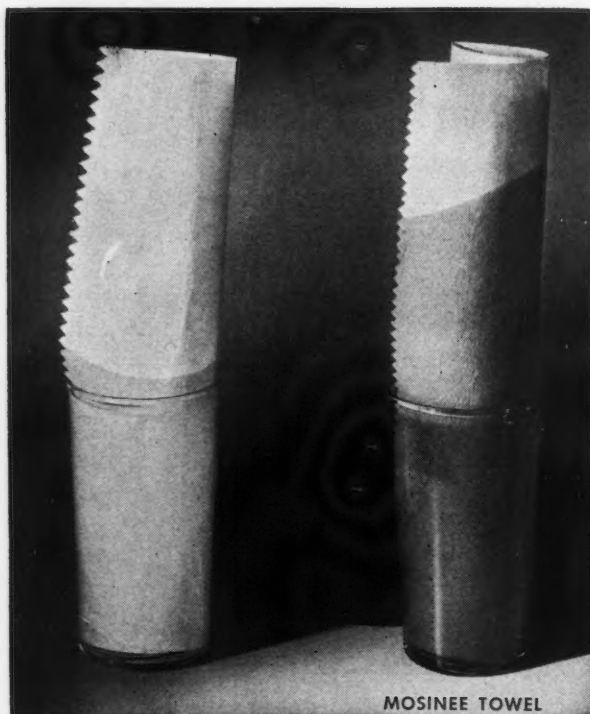


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## Catholic Education News

(Continued from page 29A)

artists' drawing material. In addition, the school of each of the winners will receive \$250 worth of drawing and artists' material. The next 200 winners will be awarded Honorable Mention Certificates signed by Norman Rockwell, painter and illustrator, John Groth, cartoonist and painter, and Jack Barry, director of the radio program, Juvenile Jury. All prizes are donated by M. Grumbacher, Inc.

Entries should be identified with title, name of artist, address, and school, and should be sent to Juvenile Jury Art Contest, Box 710, New York 46, N. Y.

### A DIOCESAN PROGRAM OF INSTRUCTION IN RELIGION

The Diocese of Boise, Idaho, has developed a system of teaching religion which has been in operation since 1942. The Boise program consists of official textbooks containing lesson plans for the eight grades and a series of diocesan teachers' institutes for the seven communities of religious teaching in the diocese.

Four books have been developed, including three teacher's handbooks written under the supervision of the chancery office and a textbook for children written by Most Rev. Edward J. Kelly, bishop of Boise. Bishop Kelly and his advisers prepared their own books because they judged that none of the books on the market were entirely suited to the special needs of the diocese.

Rev. Nicholas E. Walsh, M.A., one of the authors of the Boise plan, describes the program

as "the catechism with development." The bishop desired, he said, "to combine the best in theory and practice and to employ in a single plan the basic and time-tested principles underlying the learning process. . . . The method of St. Augustine which begins with the Bible story out of which flows the religious truth was taken as a basis for the plan while in the lesson plans themselves the terms of the psychological method — presentation, explanation, and application — are used. It was further determined that the best in other methods and plans such as the correlation of Bible history, Scripture, and of liturgy, the use of teaching aids, and a balance in memory work would be combined and employed as a means of developing, explaining, and making fruitful in the lives of the children the truths of our faith as taught and prescribed by the Third Plenary Council of Baltimore.

### COMING CONVENTIONS

Mar. 30-Apr. 1. Illinois Vocational Association, at Chicago, Ill. Headquarters: Congress Hotel. Convention Chairman: Hobart H. Somers, Board of Education, 228 N. La Salle St., Chicago 1, Ill.

Mar. 30-Apr. 1. Illinois Vocational Home-making Teachers Assn., at Chicago, Ill. Headquarters: Congress Hotel. President: Dr. Marie Dirks, I.S.N.U. Campus, Normal, Ill.

Mar. 30-Apr. 1. Louisiana Library Association, at Baton Rouge, La. Headquarters: Heidelberg Hotel. Chairman: Miss Edith Abbot, East Baton Rouge Public Library, Baton Rouge, La.

Mar. 31-Apr. 1. South Carolina Education Association, at Columbia, S. C. Secretary: J. P. Coates, 1510 Gervais St., Columbia, S.C.

Apr. 3-4. Oregon Education Association, at Portland Ore. Secretary: Cecil W. Posey, 715 S.W. Morrison, Portland, Ore.

Apr. 3-6. National Art Education Association, in conjunction with the Western Arts Association at Chicago, Ill. Headquarters: Palmer House. Secretary: Dr. I. L. de Francisco, State Teachers College, Kutztown, Pa.

Apr. 3-6. Western Arts Association, at Chicago, Ill. Headquarters: Palmer House. Secretary: George S. Dutch, George Peabody College for Teachers, Nashville 4, Tenn.

Apr. 5-7. Inland Empire Educational Association, at Spokane, Wash. Headquarters: Davenport Hotel. Secretary: Clifton A. Hussey, Court House, Spokane, Wash.

Apr. 5-8. Eastern Business Teachers Association, at Boston, Mass. Headquarters: Hotel Statler. Secretary: Bernard A. Shilt, 722 City Hall, Buffalo 2, N. Y.

Apr. 7-8. California Teachers Association, Council Meeting, at San Francisco, Calif. Secretary: Arthur F. Corey, 391 Sutter St., San Francisco, Calif.

Apr. 10-13. New York State Vocational and Practical Arts Association at New York, N. Y. Headquarters: Hotel Commodore. Secretary: Dr. R. S. Knouse, N. Y. State Teachers College, Albany 3, N. Y.

Apr. 10-14. Catholic Library Association, Washington, D. C. Secretary: Laurence A. Leavey, P.O. Box 25, New York 63, N. Y.

Apr. 11-12. American Catholic Philosophical Assn. at St. Paul, Minn. Headquarters: St. Paul Hotel. Secretary: Dr. Charles A. Hart, Catholic University of America, Washington 17, D. C.

Apr. 11-14. National Catholic Educational Assn. at New Orleans, La. Headquarters: Roosevelt Hotel and Municipal Auditorium. Chairman: James E. Cummings, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Apr. 12-13. Association des Instituteurs de Langue Francaise du Manitoba, at St. Boniface, Man., Canada. Headquarters: Institute Collegial St. Joseph. Convention Chairman: Rev. P. E. Gratton, C.S.V., St. Pierre-Jolys, Man., Canada.

Apr. 12-14. Kentucky Education Association, at Louisville, Ky. Headquarters: Louisville Service Club, 824 South Fourth St., Louisville, Ky.

(Continued on page 34A)

# New Sacred Heart School



Sacred Heart Parish School, Flint, Mich. The Rev. Fr. John A. Blasko, pastor; Bennett and Straight, architects; Karl B. Foster, general contractor.

## SELECTS STEEL LOCKERS BY BERGER

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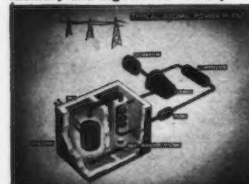


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## Catholic Education News

(Continued from page 32A)

Secretary: John W. Brooker, 1421 Heyburn Bldg., Louisville 2, Ky.

Apr. 12-15. Eastern Arts Association, at New York, N. Y. Headquarters: Hotel Statler. Secretary: Mrs. Lillian D. Sweigart, State Teachers College, Kutztown, Pa.

Apr. 13-15. Florida Education Association, at Miami, Fla. Secretary: Ed. B. Henderson, Centennial Bldg., Tallahassee, Fla.

Apr. 13-15. National Council of Teachers of Mathematics, at Chicago, Ill. Headquarters: Congress Hotel. Secretary: Edwin W. Schreiber, 719 W. Adams St., Macomb, Ill.

Apr. 14-15. Florida Industrial Arts Association, at Miami, Fla. Secretary: David L. Readick, 830 Jefferson Ave., Lakeland, Fla.

Apr. 14-15. Idaho Education Association, Delegate Assembly, at Boise, Idaho. Executive Secretary: Dr. J. M. Booth, 614 State St., Boise, Idaho.

Apr. 17-20. American Association of Collegiate Registrars and Admission Officers, at San Francisco, Calif. Headquarters: (Tentative) Fairmount Hotel. Secretary: Charles H. Maruth, U. of Denver, Western Reserve, Colo.

Apr. 17-20. Department of Higher Education (NEA), at Chicago, Ill. Headquarters: Congress Hotel. Secretary: Dr. Ralph W. McDonald, 1201 16th St. N.W., Washington 6, D. C.

Apr. 20-21. Television Education Conference, at Philadelphia, Pa. In conjunction with Schoolmen's Week of the University of Pa. Secretary: Sam Serota, Radio Station WIP, Gimbel Brothers, 35 South 9th St., Philadelphia 7, Pa.

Apr. 20-22. Michigan Home Economics Association, at Lansing, Mich. Headquarters: Olds Hotel. Secretary: Mrs. Winifred Loggans, Kellogg Co., Battle Creek, Mich.

Apr. 20-22. Michigan Industrial Education Society, Inc., at Grand Rapids, Mich. Headquarters: Civic Auditorium. Secretary: Maurice C. Overholt, 316 S. Fifth St., Grand Haven, Mich.

Apr. 21-22. Fourth Annual Conference of the Louisiana Industrial Education Conference, at Natchitoches, La. Headquarters: Northwestern State College. Secretary: Walter J. Robinson, Prof., Industrial Educ., Northwestern State College, Natchitoches, La.

Apr. 26-29. Southeastern Arts Association, at New Orleans, La. Headquarters: Hotel St. Charles. Secretary: Miss Ruth Harris, 111 West 11th Ave., Johnson City, Tenn.

Apr. 27-29. Indiana Industrial Education Association, at Marshall, Ind. Headquarters: Turkey Run Inn. Secretary: H. G. McComb, 215 State House, Indianapolis, Ind.

Apr. 28-29. Central States Modern Language Teachers Assn., at Indianapolis, Ind. Headquarters: Hotel Lincoln. Secretary: Dr. James S. Tharp, Ohio State University, Columbus, Ohio.

Apr. 28-30. Detroit Regional Congress of Confraternity of Christian Doctrine, at Grand Rapids, Mich., Civic Auditorium. Chairman: Very Rev. E. T. Falicke, 600 Burton St., S.E., Grand Rapids, Mich.

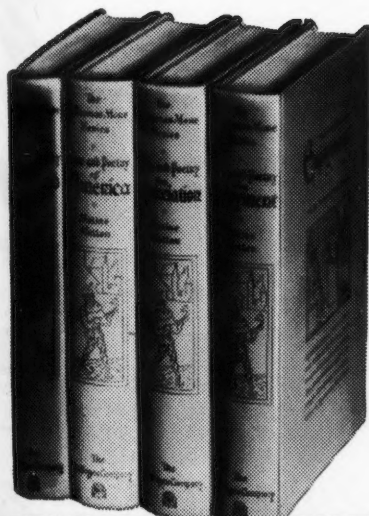
Apr. 29-May 1. Louisville Regional Conference of Confraternity of Christian Doctrine, at Lexington, Ky. Chairman: Rev. J. A. Lubrecht, 21-23 E. 11 St., Covington, Ky.

May 4-7. National Council of Catholic Nurses, at Los Angeles, Calif. Headquarters: Ambassador Hotel. Secretary: Anne V. Houd, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

May 5-6. Texas Vocational Association, at Galveston, Tex. Headquarters: Buccaneer Hotel—Marine Pier. Secretary: Miss Esther Sorensen, Tech Station, Lubbock, Tex.

May 5-7. West Virginia Home Economics Association, at Jackson's Mill, W. Va. Secretary: Miss Susan Hammer, Martinsburg High School, Martinsburg, W. Va.

(Continued on page 45A)



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## New Books of Value to Teachers

### Magazines for School Libraries

By Laura Katherine Martin. Cloth, 196 pp., \$2.75. The H. W. Wilson Co., New York 52, N. Y.

The American Library Association has long recognized the necessity for a standard of measurement, an appraisal of American periodicals. Its Magazine Evaluation Committee of School Librarians, with Laura K. Martin as a member and former chairman, has continuously studied the changing values.

Miss Martin's findings have been widely accepted. In the latest edition of her book of appraisals, *Magazines for School Libraries*, she comments on 318 periodicals, recommends 37 for elementary schools, and 96 for secondary school libraries. Of course, these are the cream of the crop and Miss Martin gives her reasons for selecting them. In addition, she discusses comics and censorship in sections that should be called to the attention of all trustees and all interested in library development. With its many charts and appendices, this new magazine appraisal will be welcomed by all concerned with selecting, recommending, or just reading.

### True Stories for First Communicants

By a Sister of Notre Dame. Cloth, 80 pp., \$1.25. B. Herder Book Co., St. Louis 2, Mo.

A reprint of an English edition published in 1918, this little volume contains many stories of children who received their First Communion filled with love of sweet Jesus. The religion teacher will find them a great help at any time but they are particularly suitable for the class preparing for First Communion, and the children will want to hear them over and over.

### First Communion Days

By a Sister of Notre Dame. Cloth, 96 pp., \$1.25. B. Herder Book Co., St. Louis 2, Mo.

A second volume written to be used with *True Stories for First Communicants*. Contains more stories with simple morals and good examples for the very young.

### Community Sports and Athletics

By the National Recreation Association. Cloth, 500 pp., \$4. A. S. Barnes & Co., New York 3, N. Y.

The problems involved in setting up a sports program for everyone in a community are discussed thoroughly in this book and a complete outline for the organization of a recreation department is given. It discusses conducting activities, classifying participants, setting up eligibility requirements, managing tournaments, operating city-wide leagues, and holding meets, play days, and picnics. Attention is given to leadership functions, standards, personnel practices, officials, and volunteers. Requirements for indoor and outdoor facilities are explained. This is a valuable reference work for all recreation and physical education students and instructors.

### Certainly, I'm a Catholic!

By Thomas McDermott. Cloth, 154 pp., \$2.50. Bruce Publishing Co., Milwaukee 1, Wis.

A young, educated American here states the case for Catholicism as "the only acceptable way of life for a reasonable man." The book gives reasons why a young Catholic layman, who likes a good time and possessing the normal desires of his age and position, remains a Catholic.

McDermott maintains that man is not an answer but a question, and that happiness or unhappiness depends upon the answer to the question of man.

Marriage, divorce, birth control, education, and the power of the state are considered in his discussion of religion in relation to the family. In

(Continued on page 36A)

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### PRACTICAL BIOLOGY

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## New Books

(Continued from page 35A)

relation to man himself, McDermott expands his explanation of the nature and importance of the soul in answering the question that is man. He also considers the problems of sex in relation to the law of God. The need for theology in the settlement of social and economic problems is analyzed under religion and its relation to certain groups.

This book is a sincere and successful attempt to bridge the gap between Catholics and non-Catholics which today cannot be done by theological arguments or proofs of truth based on scripture, theology, and tradition.

### Saints for Home and School

By Thomas S. Melady. Cloth, 204 pp., \$2.50. Bruce Publishing Co., Milwaukee 1, Wis.

These are excellent stories for reading aloud. The author, knowing a child's desire for variety, skillfully varies his technique in relating the different stories. In one instance the story is presented as the composition of a young pupil, another as told by a father to his son, several in the form of letters, and still another in the form of a play. The book is illustrated with black and white drawings in the style of woodcuts.

### An Introduction to Ancient Philosophy

By A. H. Armstrong. Cloth, 241 pp., \$3.25. Newman Press, Westminster, Md.

Written as an introduction to the philosophy of the Greek and Roman world, this book can be used well by those who have had no previous knowledge of the subject. It is valuable as a reference book in beginning philosophy classes.

### The Biological World

By Rev. Charles J. Wideman, S.J., and Sister Raphaelis Gehlen, S.C.C. Cloth, 696 pp., \$3.16. Loyola University Press, Chicago 13, Ill.

This biology text ought to receive a warm welcome in Catholic schools. Written by a priest and a nun it contains the biological information deemed necessary for high school courses, but in addition it contains the Catholic viewpoint of looking at the wonders of nature. Instead of encouraging scientism it brings out the deep supernatural glory of God's creation. Teachers who have had to work with materialistic texts will be greatly relieved to obtain a copy of this book.

### Erasmus, Tyndale, and More

By William E. Campbell. Cloth, 288 pp., \$5. Bruce Publishing Co., Milwaukee 1, Wis.

Three men sum up in themselves the clashing convictions and events of England's stormy Tudor period: Erasmus, the man of "Herculean" labors; Tyndale, the dissenting citizen of Wittenberg; and Thomas More, the saintly statesman, author, and martyr. William Campbell, in this modern, up-to-date analysis, considers the men not only individually, but also treats them in their relationships to each other and to the beginnings of the Reformation.

In this vivid, clear picture of the three outstanding figures of the sixteenth century, the author cites their extreme differences in disposition, in character and achievement, yet links them together in life under the masterful personality of Henry VIII.

### Perez the Mouse

By Padre Luis Coloma and Lady Moreton. Cloth, 63 pp., \$1.50. Dodd, Mead & Co., New York, N. Y.

This is one of the most delightful children's stories ever written. It was originally written in Spanish for the amusement of a boy king, but the English translation preserves its fairy tale essence perfectly. American children are familiar with the custom of putting a baby tooth under one's pillow to be exchanged during the night for

(Continued on page 38A)

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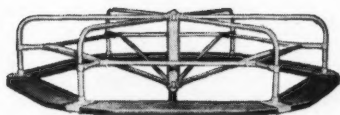
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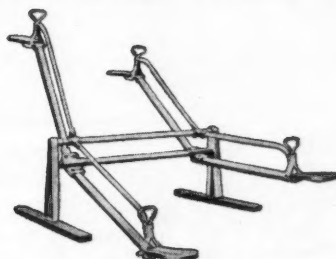
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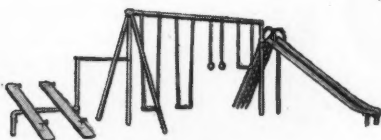
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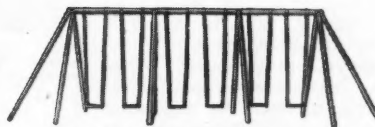
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2 <sup>ND</sup> WEEK				
3 <sup>RD</sup> WEEK				
TOTAL				

**RULES:**

1. Each team must have a captain and a secretary.  
2. Each team must have a name.  
3. Each team must have a logo.  
4. Each team must have a score folder.  
5. Each team must have a prize button.

**YOUR BETTER BREAKFAST**

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MILK  
BREAD  
CEREAL

**EAT A BETTER BREAKFAST**

**...AND HELP YOUR TEAM WIN EARLY BIRD BUTTONS!**



Colorful poster, 15" x 18½", for team scores

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The fun starts when you divide class into 4 teams: Robins, Blue Birds, Cardinals and Orioles. Each pupil gets a score folder which tells the better-breakfast story and has room for daily check of breakfast foods eaten. Weekly, you grade the folders and post team scores on colorful wall poster. Game lasts 3 weeks. Each member of the winning team gets a colorful EARLY BIRD BUTTON!

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- \* RICE KRISPIES
- \* ALL-BRAN
- \* PEP
- \* KRUMBLER

**New Books**

(Continued from page 36A)

a present by the mysterious fairies who take care of such matters. Perez the Mouse handles these affairs in Spain. He is "a tiny little mouse in a straw hat and slippers and big gold spectacles, a red satchel bag slung across his back." King Bubi, the little six-year-old king who meets Perez in this story when he has a baby tooth pulled by the "oldest of the court doctors," is so polite and nice to Perez that the little mouse takes him along on one of his errands. King Bubi sneezes when Perez tickles his nose and finds himself "the most darling mouse you ever saw. He was all soft and shiny and had wee green eyes like emeralds." When Bubi sees how some little boys like himself have to live in poverty he resolves to help them all he can. Perez then takes him back to the palace and changes him back into a little boy again, but little Bubi never forgets the other little boys who need his help.

Not only will this story become a favorite with the children but adults will find it most useful in teaching the brotherhood of man. Bubi hears a little boy saying the *Our Father* and his mother the queen points out that all little boys have the same father in heaven. This is only one of the well-concealed morals contained in this beautifully illustrated book, which should become a children's favorite.

**Sugar and Spice**

By Velma Nieberding. Cloth, 150 pp., \$2. The Catholic Home Journal, Pittsburgh 1, Pa.

Here is a book that will help those teachers who find themselves trying to guide young boys and girls through the maze of adolescence into the state called adulthood which often turns out to be another maze. It will not provide any new material but it will give a fresh approach to the problems of these young people. Each chapter is illustrated cleverly and many subjects are covered, such as necking, dating, kissing, parties, dancing, manners, school days, going steady, friendships, dresses, one's parents, beauty and charm, modesty and chastity.

Teenagers themselves will find the book interesting and useful. It is written primarily for girls, but boys will gain much by getting an angle on the feminine point of view.

**Take This Scapular**

By Carmelite Fathers and Tertiaries. Cloth, 270 pp., \$2.50. Carmelite Third Order Press, Chicago 37, Ill.

This book contains the story of Our Lady's Scapular. Seven centuries ago it was given to Mary's followers to aid them in their advancement toward salvation. With the help of the information the book contains many will come to know and love her scapular and others will learn to gain still more grace from it than they do at present.

**Tales of Enchantment From Spain**

By Elsie Spicer Eells. Cloth, 173 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

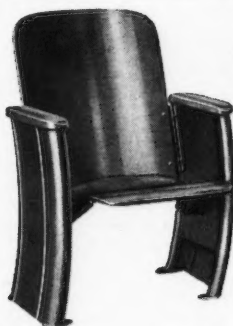
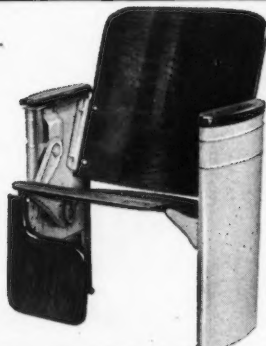
These tales are taken from Spanish folklores and put into terms that any youngster of eight or more will enjoy. Although they resemble American fairy tales basically, they are still different enough to add variety to the reading hour. The illustrations by Maud and Miska Petersham are delightfully in keeping with the mood of the book.

**Grace and the Sacraments Explained**

Vol. I, fifth edition. By Rt. Rev. Joseph J. Baierl, S.T.D. Cloth, 366 pp., \$6. Catechetical Guild, St. Paul 1, Minn.

Designed for those teaching the Baltimore Catechism No. 2, this volume will aid those who do not have a technical theological background. Beginning with a concrete object lesson—

(Continued on page 40A)

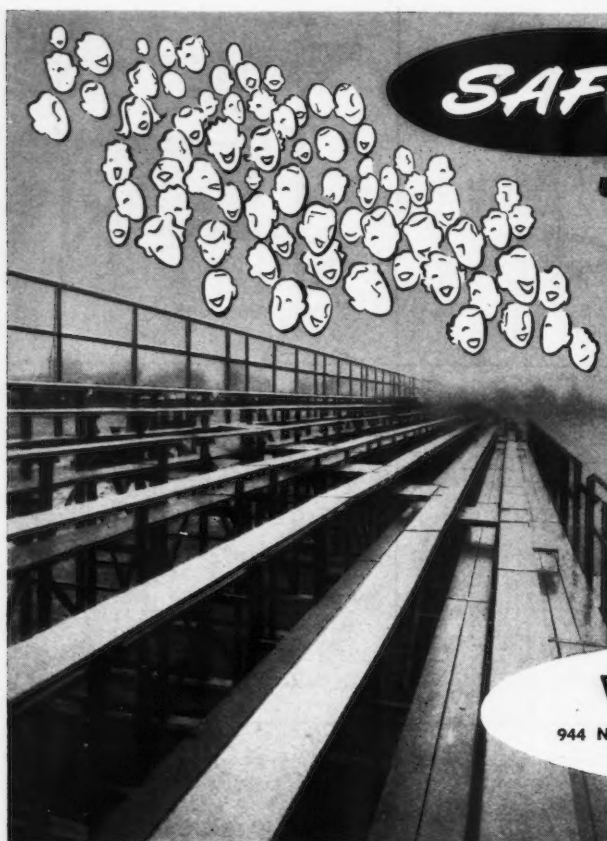


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## New Books

(Continued from page 38A)

story from the Bible, church history, the lives of the saints, or an equivalent illustration—catechetical truths are evolved and combined with the regular text and formally applied. For pupils in advanced grades a more extensive explanation of important questions has been added.

### A Book of Friendliness

By Sister Mary Charlotte, R.S.M., and Sister Mary Brenden, R.S.M., and Mary Synon. Cloth, 494 pp., \$2.32. Ginn & Co., Boston, Mass.

This literary reader for the eighth grade is part of the Faith and Freedom series, and was published for the Catholic University of America Press. It contains literature that has helped to make America the friendly place it is. All the material contained in the book is aimed at helping the reader become friends with the world.

### Indigo Hill

By Eleanor Frances Lattimore. Cloth, 128 pp., \$2. Wm. Morrow & Co., New York 16, N. Y.

Indigo Hill is in South Carolina, and in this story Lydia lives on it with her Aunt Tobey and her two brothers Thomas and Roman. Lydia, who is eight, finds her little brothers who are five and two, very hard to keep out of mischief, and the neighbor's goat who keeps getting into Aunt Tobey's flower garden doesn't help Lydia find any free time. Still she does have good times, like going to the fish fry and after eating to the bursting point, listening to the guitar music and watching the moon come up.

This story of the three little colored children has action and comedy in it that will appeal to the middle grades.

### Heaven's Above

By Sister Mary Mercy, R.S.M. Boards, 64 pp. Catechetical Guild, St. Paul 1, Minn.

These stories are about a little guardian angel. Danny had so much trouble with his charge that the bigger angels in heaven called her Dear-My-Soul, because Danny was always coming to heaven with a new tale of woe, and saying "Oh dear! My soul didn't finish her night prayers," or "Oh dear! My soul cut the heads off her mother's zinnias," until nobody in heaven called her Therese any more, just Dear-My-Soul. These stories about Danny and the other angels and saints in heaven will bring out stars in the eyes of even the most recalcitrant pupil, and keep them hanging on every word.

Sister Mary Mercy either has the inside dope on what goes on up there or she knows the mind and imagination of a child far better than most writers of children's stories. Danny and his troubles will bring clamors for more after one hearing, and Sister Mary Mercy had better be ready to satisfy the demand or disappoint many little readers.

### Stories for Youth

Edited by A. H. Lass and Arnold Horowitz. Cloth, 374 pp., \$1.96. Harper & Brothers, New York 16, N. Y.

This collection of stories for high school students is divided into three parts, What We Live By, Issues Confronting Us, and About People. In the first section are stories that deal with "conflicting values and ethical problems"; the second contains stories "that center in some of the urgent social, economic, and political problems of our time"; the third section "is concerned with the psychological problems of the individual and with situations growing from everyday human relationships."

The stories in this book have impact and readability. They provide good subjects for class

discussion, thus lightening the teacher's load. Although not Catholic, the book contains many sound Christian principles which easily can be discussed from a strictly Catholic viewpoint.

### College Book of English Literature

By James Edward Tobin, Victor M. Hanna, and William H. Hines. Cloth, 1156 pp., \$6.25. American Book Co., New York 16, N. Y.

The authors state in the preface to this book that it is "a collection of writings gathered according to the preferences of the compilers' writings which, it is hoped, will not run too counter to the preferences of the readers."

It is a collection suitable for the survey of nonsurvey course. Some instructors will not agree with the distribution of space or the emphasis on certain writers, but most will agree that it is an excellent text for the college English course.

### Out of the Past

By Howard E. Wilson, Florence H. Wilson, Bessie P. Erb, and Elgie Clusac. Cloth, 470 pp., \$2.48. American Book Co., New York 16, N. Y.

A well-written and illustrated history of the world from prehistoric man to the very early days in the development of America. It is extremely well done, generally speaking, but Catholic teachers will find it lacking in regard to religious material. Much supplementary material would be needed for use in a Catholic classroom.

### America in the World

By Marion Lansing. Cloth, 704 pp., \$2.95. D. C. Heath & Co., Boston, Mass.

Part of the history on the March series, this book is for junior high school grades. It covers America in relationship to world happenings from 1776 to the present. Where background

(Continued on page 42A)

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## New Books

(Continued from page 40A)

material is needed throwbacks to previous periods are included. The book is organized on a thematic rather than chronological plan, but the separate threads of discussion are woven together to form a complete and integrated picture.

### Caribbean Islands

By Frances Carpenter. Cloth, 392 pp., \$1.96. American Book Co., New York 16, N. Y.

A useful reference for material on Mexico, Central America, and the West Indies.

### Parlez-Vous Francais?

Revised Edition. By Theodore Huebner and Marie K. Neuschatz. Cloth, 515 pp., \$2.48. D. C. Heath & Co., Boston, Mass.

A first book in French.

### Así se dice; A Handbook of Practical Spanish Vocabulary

By Gladys King. Cloth, 240 pp., \$1.48. Houghton Mifflin Co., Boston, Mass.

A very helpful reference for Spanish students. It contains the normal needs of a high school class arranged in topic groups. The user looks up a word under its topic heading and finds the English word, then the proper Spanish word is given.

### Read and Comprehend (Revised)

By Pearle E. Knight and Arthur E. Traxler. Cloth, 298 pp., \$2.20. D. C. Heath & Co., Boston, Mass.

This book contains a course in developmental reading for students in high school. It may be used as a basic text for a complete course or used for specific problems, such as a retarded reading rate.

### American Adventures

Fourth Reader—Betts Basic Readers. Cloth, 448 pp., \$2.16. American Book Co., New York 16, N. Y.

This is a collection of stories with widely varied subjects: mystery, adventure, Canada, Indians, Eskimos, Mexicans, South Americans, and North Americans are all included. The book will provide many hours of enjoyment for young listeners.

### Around Green Hills

By Emmett A. Betts and Carolyn M. Welch. Cloth, 192 pp., \$1.36. American Book Company, New York 16, N. Y.

A colorfully illustrated first reader, in the Betts Basic Readers series, containing adventure stories of children and animals. This book reuses all 153 words of the primer series and introduces 158 new words to the pupil.

### Visualized Civics

Catholic School Edition. By Charles E. Perry and William E. Buckley. Paper, 319 pp., 94 cents. Oxford Book Co., New York, N. Y.

This is a compact, concise textbook presented from the Catholic point of view and intended for eighth and ninth grades. The authors have concentrated on teaching the pupil how a community develops and is governed, how he, himself, can participate in bettering the community, and how political parties work. Written in a realistic manner, the chapters are followed by study aids, thought questions, and objective tests. This book may be used as either a basic text or a handbook.

### How Your Body Works

By Herman and Nina Schneider. Paper, 160 pp., \$2.50. William R. Scott, Inc., New York 11, N. Y.

A "let's find out" science textbook for elementary school children.

### Heroines of Christ

Edited by Joseph Husslein, S.J. Cloth, 186 pp., \$2.75. Bruce Publishing Co., Milwaukee 1, Wis.

Fifteen sketches of the lives of God's heroines are compiled in this book. They were written by 11 young Jesuits who wanted to share their enthusiasm for the human and appealing side of saints. Teenagers will see in these stories qualities that even they can emulate successfully, as the everyday characteristics of the saintly lives are stressed. The writing is lively and colorful, and the saints come alive with likes and dislikes, faults and virtues—all the qualities that make humans so very human.

### Moro Boy

By Lysle Carveth. Cloth, 149 pp., \$2.50. Longmans, Green & Co., New York, N. Y.

Alug, an eight-year-old Moro boy on the island of Mindanao in the Philippines, is the personification of the struggle between tradition and superstition, and the inroads of modern thinking that begin to reach even the dark recesses of the Philippine jungle. Alug does not think that all change is evil or that fighting merely to fight is necessarily brave. His thoughts are considered sound and to prove himself worthy he spends time in the jungle with only a small mountain boy for company. Mo-Mo, the mountain boy personifies all the superstitions and traditions of primitive people. Alug makes very little headway in changing him, but during his days in the jungle he learns many useful things and acquires the beginning of maturity. This story will be extremely interesting to young people. It has a great deal of action plus the exciting background of a jungle so fascinating to the grade school child.

### The Magic Pen

By Anne Heagney. Cloth, 168 pp., \$2.50. Bruce Publishing Co., Milwaukee 1, Wis.

This is a fictionalized life of one of the country's (Concluded on page 45A)

early work known by lived from France's father killed lost as a faced. W main hap youthful goal, the faithfully

The Knight By Ja Bruce P A tale are still story beg Edmund into poss in rescu the floo with a s his frien his escap and beg Young n the rom Young L while to the rom

Famous By M Dowling Co, New Famo Dogs of some de well-kn horse ric varied a catch th stories source c coated to date English also an cow wh and you

Golden By P Holiday As q as she held th beginni mining ranking inspirec Along history triumph lights. and de girls.

From By F \$3. The 1949. Here common the att for eve person world.

## New Books

(Concluded from page 42A)

early women authors, Frances Fisher Tiernan, known by her pen name, Christian Reid, who lived from 1870 until 1920.

Frances Fischer's earliest memories were of a father killed in battle, the lovely mansion they lost as a result of the war, and the poverty they faced. While imaginary characters and events, the main happenings that deal with her remarkable youthful success and the fulfillment of her great goal, the winning back of the family home, follow faithfully the true story of her life.

### The Knight of the Bow

By James L. Meagher. Cloth, 214 pp., \$2.50. Bruce Publishing Co., Milwaukee 1, Wis.

A tale of high adventure for young readers who are still captivated by stories of chivalry. The story begins in the England of 1228 when young Edmund of Dorchester, at 18, comes of age and into possession of his inherited estate. His bravery in rescuing three noblemen from the waters of the flooding Thames leads them to entrust him with a secret mission to the Pope. Together with his friend, Raoul, a student at Oxford, he makes his escape from the king's men, leaves England and begins his journey into danger and intrigue. Young men will like this story especially because the romantic angle is kept well within bounds. Young ladies will find enough to make it worth while to put up with the blood and thunder for the romantic ending.

### Famous Pets of Famous People

By Mae Trovillion Smith. Illustrated by Victor Dowling. Cloth, 197 pp., \$2.50. Dodd, Mead & Co., New York 16, N. Y.

*Famous Pets* is a follow-up book to *Famous Dogs of Famous People*. Mrs. Smith has included some delightful accounts of the pets held dear by well-known people, such as Bucephalus, the war horse ridden by Alexander the Great; Paderewski's parrot, Cockey Roberts; Hellen Keller's many and varied animal friends, and many others that will catch the interest of older boys and girls. The stories are not merely entertaining but are a source of historical background and contain sugar-coated character lessons. The book is brought up to date by including material on the pets of the English royal princesses and their family, and also an account of the advent of Elsie the Borden cow who has captured the imagination of old and young in America today.

### Golden Footlights

By Phyllis Wynn Jackson. Cloth, 310 pp., \$3. Holiday House, New York 11, N. Y.

As queen of the early American stage, Lotta, as she was known to her admiring audience, held that title for almost 25 years. Although her beginning was a humble one—entertaining in mining camps—she rose to stardom as a top-ranking comedienne with her songs, dances, and inspired nonsense.

Along with this story, readers will enjoy the history of pioneer showfolk, their struggles and triumphs, despite oil lamps and gas jet footlights. A delightful story that again proves pluck and determination wins out. Intended for older girls.

### From God to God

By Rev. Stephen J. Brown, S.J. Cloth, 327 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis., 1949.

Here is a book that speaks the language of the common man, explaining his relation to God, the attributes of God, and God's providential care for even the sinner. It is intended for the average person whose life is filled with the cares of the world.

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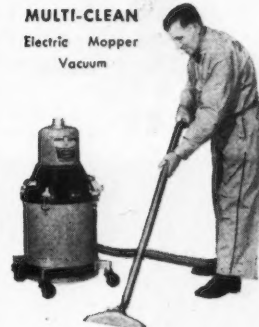
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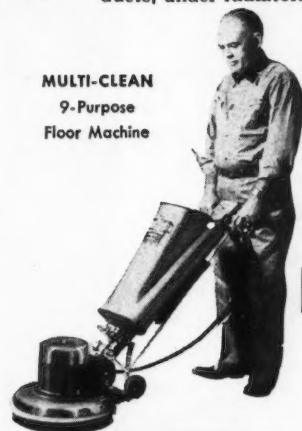
3

MULTI-CLEAN Electric Mopper Vacuums fill many needs—cleaning up on muddy, wet or snowy days; mopping newly-scrubbed floors; vacuuming rugs; cleaning venetian blinds, drapes, walls, ceilings, air ducts, under radiators.

MULTI-CLEAN  
Electric Mopper  
Vacuum



MULTI-CLEAN  
9-Purpose  
Floor Machine



4  
5

MULTI-CLEAN permanent floor finishes and custom cleaning chemicals, like the machines, are made to rigid specifications in our own factory. Each fills a specific need.

Our distributors and salesmen will train your maintenance men in the correct MULTI-CLEAN Method—the combination of machines, supplies and techniques to guarantee best results.

The MULTI-CLEAN organization can give you efficient service in the U. S. and Canada.

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floor finishes ☐ cleaning liquids ☐

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PRODUCTS, INC.

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FORD PARKWAY

ST. PAUL 1,  
MINNESOTA

Floor and Rug Machines •

Permanent Floor Finishes • Industrial Vacuums • Custom Cleaning Chemicals

## Catholic Education News

(Continued from page 34A)

May 11-13. American Industrial Arts Assn., at Cincinnati, Ohio. Headquarters: Netherlands Plaza Hotel. Secretary: D. Arthur Bricker, 216 E. 9th St., Cincinnati, Ohio.

May 15-20. National Council of Technical Schools, at Chicago, Ill. Headquarters: Edgewater Beach Hotel. Secretary: J. S. Noffsinger, 839 17th St., N.W., Washington 6, D. C.

May 31-June 3. Nebraska Vocational Agriculture Assn., in Lincoln, Neb. Headquarters: (temporary) University Library. Secretary: Severin Sorensen, Nebraska City, Neb.

### COLLEGES & UNIVERSITIES

#### Father McGinley's Anniversary

Very Rev. Laurence J. McGinley, S.J., rector and president of Fordham University recently

celebrated his first anniversary in that post. Father McGinley issued a statement to representatives of campus publications expressing his thanks for the encouragement and support given him by all those connected with the University.

#### Catholic College in India

The Jesuit Fathers of the Madura mission will conduct a college that is being set up at Quilon, India. The Syndicate of the University of Travancore-Cochin has granted permission to Bishop Jerome Fernandez of Quilon to start the college and the bishop has set aside \$300,000 for the project.

#### C. U. Research Center

The Catholic University of America has opened its Department of Archives and Manuscripts, marking the fulfillment of a dream first visualized by Cardinal James Gibbons, the first Chancellor of the University.

(Concluded on page 46A)

## 3 Different Techniques in 1 Painting with Flexola



Now for the first time it is possible in a single painting to combine the transparency of water color—the opaqueness of tempera—and the rich, rough texture of oil paint. ARTISTA FLEXOLA PAINT is available in sets and single tubes. For FREE folder write Dept. CSJ.

**BINNEY & SMITH CO., 41 E. 42nd St., N. Y. 17**  
Makers of Crayola Drawing Crayon



## Catholic Education News

(Concluded from page 45A)

### Sheil School Offers Teaching Aid

Thirty courses and 32 lectures are being offered by the Sheil School of Social Studies, in Chicago, Ill., during the winter term, five of which are especially designed to help teachers and religious.

### Writers Center in Mexico

Mexico City College is going to open its new writing center this summer in an effort to give writers a real knowledge of the culture and people of Mexico. Mexicans and Americans will work together and individually in courses designed to

establish a "temporary but creative identification with current and historical Mexico." The session runs from June 19 to August 25. Information may be obtained by writing to José Gaos, San Luis Potosí 154, Mexico, D.F., Mexico.

### Music Honor Society Set Up

A national Catholic Music Honor Society for undergraduate music students has been established at St. Mary-of-the-Woods, Ind., which is to be known as Tau Delta Mu. Music educators from 13 colleges representing nine states formed the founders' group. Fourteen other colleges have endorsed the project. The primary objective of the new organization is to encourage achievement in performance, original composition, and music leadership under Catholic auspices, and to develop Catholic music leaders in the lay apostolate.

### Fordham Holds Institute

Fordham University is holding an institute of lectures, discussions, and museum work in the fields of anthropology and sociology for Catholic missionaries during Easter week. The institute, called "A Practical Course for Prospective Missionaries" takes up such subjects as theoretical and applied anthropology, sociology of the missions, primitive religions, missionary hygiene, and missionology.

### Notre Dame's Soviet Symposium

The University of Notre Dame held a symposium on the culture, principles, and methods of Soviet Russia recently. The University's Committee on International Relations sponsored the meeting.

### Nazareth College Library Course

Nazareth College of Rochester, N. Y., will offer the second summer's work in a three summer sequence of courses in library science from July 5 to August 11, 1950. Miss Helen Cashman, librarian at Charlotte High School, and former instructor in library science, will teach a course in books for adolescents. The second course will give the principles and practical applications in classification and cataloguing for small libraries. The program is designed to meet the needs of librarians in the elementary and small high schools.

### Jesuit Studies European Conditions

Rev. Richard M. McKeon, S.J., director of the School of Industrial Relations of Le Moyne College, Syracuse, N. Y., has been granted a five-month leave of absence to study social conditions in Portugal, Spain, Italy, Austria, Western Germany, France, and Belgium.

### C. U. Professor at Oak Ridge

Stephen F. Malaker, Jr., assistant in the physics department at the Catholic University of America, has been selected to do graduate work at the Oak Ridge, Tenn., National Laboratory, for his doctorate in nuclear physics.

### Carlton Hayes Retires

Dr. Carlton J. H. Hayes, famous convert, has retired from his position as a professor of history at Columbia University. Dr. Hayes was ambassador to Spain during the war and has taught at Columbia for 43 years.

### Dr. Donovan Stays in Germany

Dr. George F. Donovan, former president of Webster College in St. Louis, has resigned and will continue his work in an educational post with the U. S. State Department in Germany. Dr. Donovan went to Germany with the military government in September, 1948, and stayed on when the occupation control changed from military to civil.

### Catholic College in Spain

Madrid, Spain, is the site of the newly founded Major College of St. Paul, which has a capacity of 200 students. It was founded by the association of Catholic Evidence Guild members, and cost \$2,000,000. Bishop Angel Herrera Oria of Malaga, counselor of the Guild, is adviser on matters of religious education. The college is part of the University of Madrid.

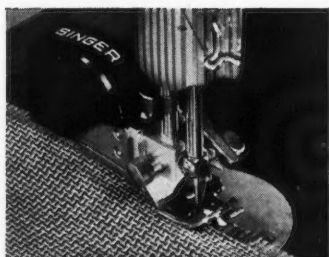
### No Football at Creighton

The president of Creighton University, Very Rev. William H. McCabe, S.J., recently announced that Creighton will not resume the playing of intercollegiate football. The statement was made in response to a suggestion by the Alumni Council that the school take the lead in organizing a purely amateur intercollegiate football conference. Creighton hasn't participated in intercollegiate football since 1942.

# Fashion touches—easy for students with these SINGER attachments!

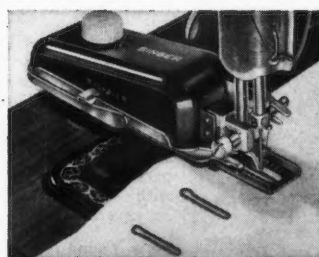
EVEN BEGINNERS can make perfect buttonholes—put tricky binding on collars and pockets—add important fashion touches to their sewing with easy-to-use

SINGER\* Attachments. Shown below are a few of the many which are available at special school discounts at your nearest SINGER SEWING CENTER.



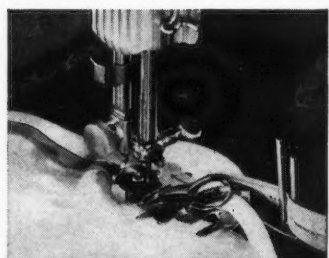
**Blind-Stitch Attachment**, newest addition to the SINGER line, lets you do "invisible" hemming by machine. Hems look hand-sewn. Excellent on any type of fabric.

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**Buttonholer** makes a perfect, non-fraying buttonhole in a few seconds. Adjustable to various sizes. Exclusive SINGER "stripper-foot" prevents snagging on sheer fabrics.

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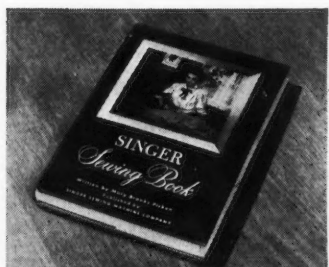
**Multi-slotted Binder** will sew on one row of bias binding, or several rows of different widths *all at the same time*. Ideal for finishing seams as well as for decorative effects.

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**Adjustable Zipper Foot** stitches closely along either side of slide fastener. Assures smooth finish. (Zippers and other notions always available at your SINGER SEWING CENTER.)

Regular List Price 75¢



New "SINGER Sewing Book" has 273 pages, 1000 illustrations. Covers every step in dressmaking, decorating, gift-making, mending, sewing for children. Includes special sections on attachments.

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The new **TORNADO\*** 6000 Series All-Purpose Floor Machine is designed for the operator. Any maintenance man or housekeeper can handle it easily and without effort.

New "feather touch" control, with just the right amount of brush contact pressure make the **TORNADO\*** the smoothest, easiest operating floor machine now available. Your cleaning people will accomplish more work with far less fatigue. You'll save cleaning time and get a better job.

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#### EXCLUSIVE FEATURES

New **TORNADO\*** features are practical. All contribute to ease of operation, floor maintenance savings and operator satisfaction.

- Replaceable, interchangeable brush bristles.
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## New Supplies and Equipment

Production, Service, and Sales  
News for School Buyers

#### Art Professions in the United States

Ed. by Elizabeth McCausland and others. Paper, 112 pp., Cooper Union Art School, New York 3, N. Y.

A study of art education in relation to employment, based on a questionnaire to art educators, art school alumni, and employers.

#### Underwood Automatic Stroke

Underwood standard typewriters are now available with a special automatic stroke control designed for clean-cut uniformity on master copies for offset printing and on stencils for mimeograph duplicating. This uniformity is made possible through the adjustability of the individual key lever depression to prevent uneven follow-through of the type bar key strokes. It eliminates repeating or shadowing of letters caused by fingers lingering on the keys. The operator merely strikes the key until each key lever contacts its individual adjustable stop. Momentum then causes the type bars to flow freely to the cylinder and snap away with accelerated speed, whether fingers remain on keys or not.

#### New Young America Films

Six more historical stories in film-strip form are being released this month by Young America Films as set No. 2 of the *Children of Early America Series*. Designed for American history classes in elementary school and junior high school, each of these full-color film strips is the story of a fictional boy or girl who lived during that period. Through the eyes of this boy or girl one sees the daily life of the people, the well-known historical characters, and the important moments in our nation's history. The six titles comprising set No. 2 are as follows: *Stowaway Around the Horn*, By clipper ship to San Francisco, 1849. *Wagons to the West*, The Santa Fe Trail, 1834. *The Patroon's Gift*, The Dutch in New York, 1660. *Rescued by Boone*, On the Wilderness Trail to Kentucky, 1780. *Tow-Path Boy*, On the Erie Canal, 1827. *The New Fort at Chekagou*, Chicago, 1819.

Six new black-and-white film strips for geography and social studies classes at the elementary school and high school levels are being released this month under the general title of *Products and Industries Series*, set No. 1. Each film strip presents the complete story of an important product or industry, telling where we get the raw materials for the product, how it is processed or manufactured, the many uses made of it, and its importance to our daily life. The six titles of the set are as follows: *How We Get Our Iron and Steel*; *How We Get Our Copper*; *How We Get Our Coal*; *How We Get Our Cotton*; *How We Get Our Rubber*; *How We Get Our Aluminum*.

Two other films, one on buying food for the home and the other showing life in an aquarium, have been released.

For information write to *Young America Films, Inc.*, 18 East 41st St., New York 17, N. Y.

#### Westinghouse Lighting Booklet

A 20-page illustrated booklet on The A-B-C Plan for School Lighting is available from the Westinghouse Electric Corporation. The booklet sets forth the problems typical to most schools: (1) how much light is needed, (2) what kind of light is needed, (3) what lighting fixture will meet the need, (4) how many lighting fixtures will it take, (5) what lighting plan will do the best job, and (6) what other factors should be considered.

For a copy of this booklet write to the

(Continued on page 56A)

Just published! Brand new in 1950!



## LONG AGO IN THE OLD WORLD and EARLY DAYS IN THE NEW WORLD

By Southworth and Southworth

TWO new books for the Middle Grades, covering, respectively, our Old World background from the cave man through the period of exploration and our New World History from the beginning of the period of exploration through the adoption of the Constitution, plus sections on the American Indian and our national expansion.

Noted for new colored pictures, colored maps, work-saving chronological reviews, and the same fascinating story style that has long made the Southworth histories so popular.

Also new in 1950:

A WORKBOOK on LONG AGO IN THE OLD WORLD  
A WORKBOOK on EARLY DAYS IN THE NEW WORLD

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An exclusive feature of this new *St. Andrew Daily Missal* is the Sunday Calendar in the front, giving the exact page for each Sunday and Feast Day Mass, up to and including the year 1971.

This missal also includes many illustrations, prayers and devotions for daily life, Mass prayers accurately translated from the Latin in the traditional style of the Church, and valuable information that makes it a Liturgical encyclopedia as well as an excellent prayer book.

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## New Supplies

(Continued from page 48A)

Westinghouse Electric Corporation, Box 2099,  
Pittsburgh 30, Pa.

### Plastic Book Covers

The Colad Company, Buffalo, N. Y., is making plastic book covers with a special process that coats paper with a tough plastic. Student councils and educators are distributing these book covers to students as part of programs to promote better care of books. In many instances Plastic-coat book covers are sold through student councils, sororities, fraternities, etc., as a means of raising funds.

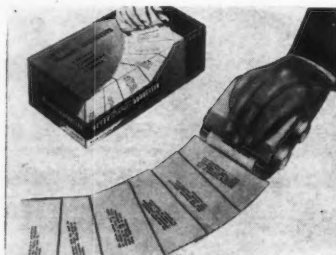
For information write to the Colad Co., Care of Lippman Advertising Associates, Inc., 35 Court St., Buffalo 2, N. Y.

### Low Price Portable Addresser

The Heyer Corporation is introducing a new Portable Addresser at a very low price. The new addresser serves an important need in getting mail addressed quickly and accurately to moderate-sized mailing lists. The master copy of any mailing list can be typed or handwritten with special effectiveness.

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Your Home and School Association  
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### New Cultural Films

Cultural Films, a newly organized group has announced its first four films: Holy Year 1950; Length, Mass, and Time; Miracle of the Soul; and Fundamentals in Optics.

Rev. Wm. J. Gibbons, S.J., former associate editor of *America*, wrote the scripts for the Holy Year and Miracle of the Soul films.

The objective of this new company is to produce "subjects both of a cultural and of a religious nature, produced according to a definite philosophical trend. This philosophy, of course, to be based upon the Christian Teaching and Principles."

Cultural Films, Inc., 62 Williams St., New York 5, N. Y.

### Case for Ten-Twenty

"The Case for Ten-Twenty" is a brief booklet issued by the American Seating Company featuring its new desk with level, 10° and 20° top positions, plus automatic fore-and-aft seat adjustment and other visual and postural features. The booklet includes a quick summary of the studies of the Texas Inter-Professional Commission on Child Development, which showed that children in thousands of classrooms are being exposed to glaring or insufficient light and to harmful posture, with attendant visual focusing problems. Included also is a list of reference books related to lighting, seeing, seating, posture, and child development.

Copies will be mailed upon request to American Seating Co., Grand Rapids 2, Mich.

(Continued on page 58A)

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- KEY CASES

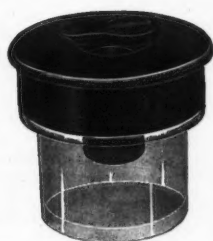
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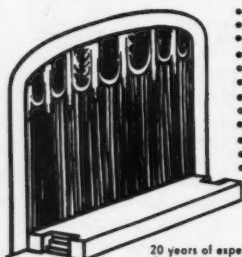
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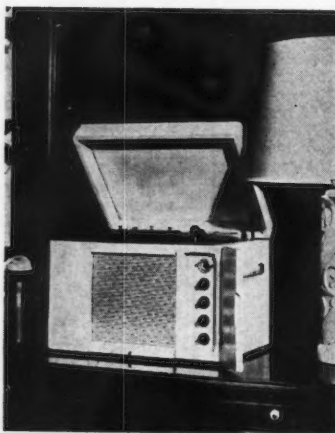
1. Width and height of proscenium
2. Height from stage floor to ceiling.
3. Depth of stage.
4. Width on stage.

Upon receipt of measurements, samples and price will be mailed upon request. For descriptive literature, specify circular No. 307

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108 WEST 46th STREET NEW YORK 19, N. Y.

## New Supplies

(Continued on page 56A)



*New Educational Model Soundmirror, one of the 1950 line of Magnetic Tape Recorders. The Brush Development Co.*

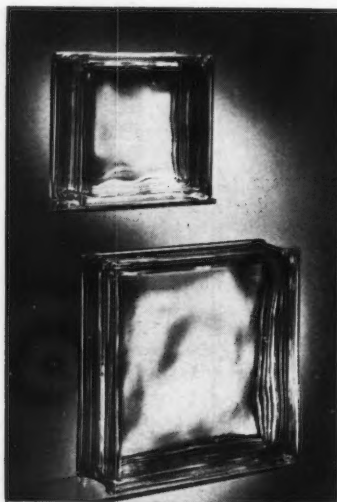
### Tape Recorders

To meet the demand for magnetic tape recorders, The Brush Development Company is introducing an enlarged line for 1950. Eight models of the Brush Soundmirror incorporating new features that have been developed from experience are being placed on the market.

Improvements include changes applied to clutches, replacement of old type capstan assemblies, and installing special panels on the back of the cabinet models for telephone type plug connections for radio input, microphone input, and external speaker output which make it unnecessary to remove the back panel to make a radio connection.

The Brush Development Co., 1410 Terminal Tower, Cleveland, Ohio.

For brief reference use CSJ-0401.



*Random Clear Insulux Glass Block is made in 12-in. and 8-in. sizes. American Structural Products Co. (Owens-Illinois Glass Co.)*

### Insulux Glass Blocks

Random Clear, the Insulux Glass Block design is now available in the 12-in. size as well as the 8-in. Although formed by the pressed glass operation used to manufacture other glass block designs, Random Clear has the appearance

(Concluded on page 60A)

### GRUMBACHER "SYMPHONIC" WATER COLOR SET No. 30-17

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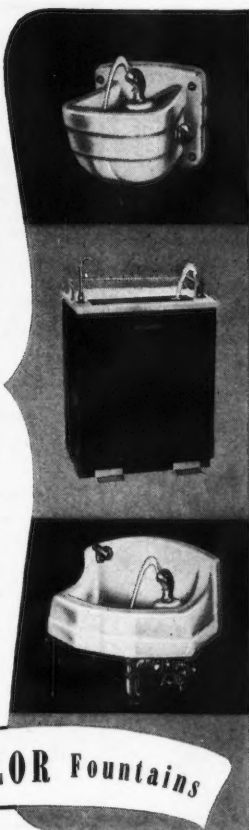
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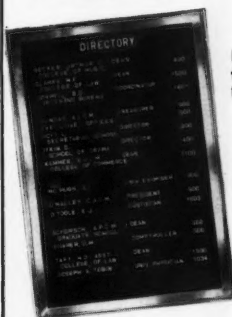
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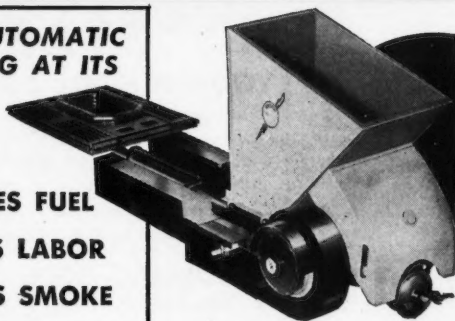
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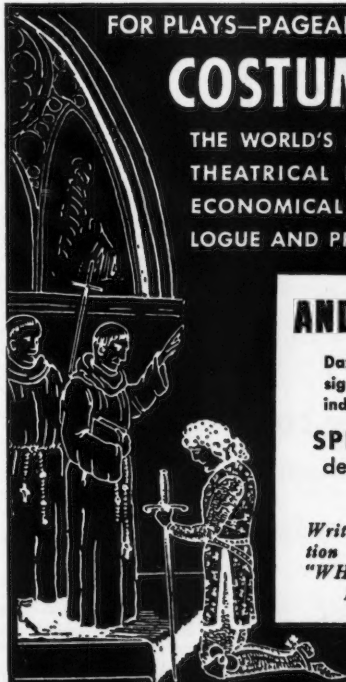
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## New Supplies

(Concluded from page 58A)

of a hand formed product. The random effect is gained by using several slightly dissimilar molds to form the two halves of the block, and then using different combinations of the halves.  
*American Structural Products Company, Toledo 1, Ohio.*

For brief reference use CSJ-0402.

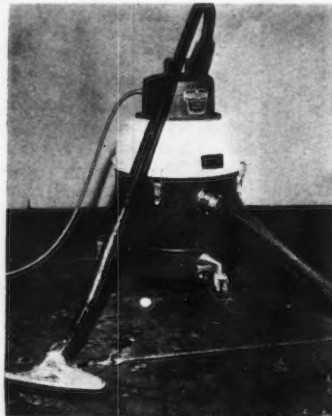
### New Multi-Clean Product

A new improved 5-gallon wet-dry vacuum, the MCV-205A, featuring increased pickup ability has been introduced for schools by the Multi-Clean Products, Inc. Designed for small and intermediate cleaning operations requiring a light-weight, easily handled wet-dry vacuum, the new vacuum moves air at the rate of 108 cubic feet per minute.

Total weight of the machine is 36 pounds with an over-all height of 25 in. Diameter is 14 in. and the vacuum has a water lift of 52 in. Exterior finish is of baked enamel.

*Multi-Clean Products, Inc., 2277 Ford Parkway, St. Paul 1, Minn.*

For brief reference use CSJ-0403.



*Improved Wet-Dry, 5-gal. Vacuum Cleaner. Multi-Clean Products, Inc.*

### Westinghouse Water Coolers

Two new 3-Temp. compartment-type water coolers—a bottle and pressure bubbler model, have been introduced by the Westinghouse Electric Appliance Division. Both coolers provide 50 degree drinking water for 25 to 30 persons; a 35-38 degree refrigerated storage space for food, beverages, or pharmaceuticals; and a freezing unit which produces three and one half pounds of ice cubes at one freezing. As many as 40 half-pint bottles of milk or 29 beverage bottles can be kept in the stainless steel storage compartment at one time.

For further information write to *Westinghouse Electric Corporation, Box 2099, Pittsburgh 30, Pa.*

For brief reference use CSJ-0404.

### Hamilton Catalog

The Hamilton Manufacturing Company has just issued a complete new catalog of its laboratory equipment, illustrating the various combinations possible with its standard units. This plan gives a custom built laboratory made up of standard units that can be arranged in any desirable way.

For more information write to *The Hamilton Mfg. Co., Two Rivers, Wis.*

For brief reference use CSJ-0405.



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